

FOR MORE INFORMATION, CONTACT:

Sheri Layral
312 Signers' Hall
474-7964 FYSENAT

For Audioconferencing: Bridge #: 1-877-751-8040

(Passcode: 523297)

Fairbanks: 474-8050

(Chair's Passcode: 628337)

A G E N D A

UAF FACULTY SENATE MEETING #92

Monday, February 7, 2000

1:30 p.m. - 3:15 p.m.

Wood Center Ballroom

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|------|-----|--|---------|
| 1:30 | I | Call to Order - Larry Duffy | 5 Min. |
| | | A. Roll Call | |
| | | B. Approval of Minutes to Meeting #91 | |
| | | C. Adoption of Agenda | |
| 1:35 | II | Status of Chancellor's Office Actions | 5 Min. |
| | | A. Motions Approved: | |
| | | 1. Motion to amend the policy on Approval of Academic Changes. | |
| | | B. Motions Pending: | |
| | | 2. Motion on University Honors Scholar. | |
| | | 3. Motion that UAF Regulations shall apply in the faculty review process. | |
| | | 4. Motion to amend the policy on Dual Enrollment. | |
| | | 5. Motion to approve an Accounting Technician Certificate. | |
| | | 6. Motion to approve the deletion of the M.A.T. in Geology. | |
| | | 7. Motion to approve an M.A. in Rural Development. (A request for a 90 day extension was approved by the Administrative Committee) | |
| | | 8. Motion to amend the Ph.D. requirements. | |
| | | 9. Motion on guidelines for Collaborative Ph.D. Graduate Studies. | |
| 1:40 | III | A. Remarks by Chancellor M. Lind | 10 Min. |
| | | B. Remarks by Provost P. Reichardt | 5 Min. |
| 1:55 | IV | Governance Reports | |
| | | A. ASUAF -S. Banks / GSO - D. Moudry | 5 Min. |
| | | B. Staff Council - I. Downes | 5 Min. |
| | | C. President's Report - R. Gatterdam (Attachment 92/1) | |
| | | D. President-Elections Report - L. Duffy | 5 Min. |
| | | 1. Mission Statements (Attachment 92/2) | |
| | | 2. Faculty Fellow (Attachment 92/3) | |
| | | 3. President-Elect nominations | |
| 2:10 | V | Consent Agenda | |
| | | A. Motion to approve the 2001-2002 Academic Calendar, Submitted by Curricular Affairs (Attachment 92/4) | |
| 2:10 | VI | New Business | |
| | | A. Motion to approved the Unit Criteria for ANLC, submitted by the Ad Hoc Committee on Unit Criteria (Attachment 92/5) | 5 Min. |
| 2:15 | VII | Committee Reports | 20 Min. |

- A. Curricular Affairs - C. Basham (Attachment 92/6)
- B. Faculty & Scholarly Affairs - N. Swazo (Attachment 92/7)
- C. Graduate & Professional Curricular Affairs - J. Gardner
(Attachment 92/8)
- D. Core Review - J. Brown (Attachment 92/9)
- E. Curriculum Review - S. Bandopadhyay
- F. Developmental Studies - J. Weber (Attachment 92/10)
- G. Faculty Appeals & Oversight - T. Maginnis
- H. Faculty Development, Assessment & Improvement -
D. White (Attachment 92/11)
- I. Graduate School Advisory Committee - L. Duffy
- J. Legislative & Fiscal Affairs -
- K. Ad Hoc Committees

2:35 ***BREAK*** 10 Min.

2:45	VIII	Discussion Items	15 Min.
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- A. Presentation on the "Faculty Interaction Program" by Allegra Banducci, Student Activities Assistant
- B. Presentation on "Mentor a student! - UAF Job Shadow" by Tonya Trabant, Career Services

3:00	IX	Public Comments/Questions	5 Min.
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3:05	X	Members' Comments/Questions	5 Min.
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3:10 XI Adjournment

ATTACHMENT 92/1

UAF FACULTY SENATE #90

FEBRUARY 7, 2000

President's Comments - Ron Gatterdam

Notes on the Information Resource (IR) policy

First let me dispose of the notion that the IR policy gives IR personnel the license to snoop in files on or being transmitted through UA computers. You need to understand that files on or passing through a network computer are about as private as a cell phone call. That is, currently IR personnel can snoop if they so desire and there is no policy that prohibits it. From that point of view, the IR policy strongly asserts privacy and restricts the conditions under which IR personnel can inspect a file and under which they can reveal its contents.

The policy itself is a compromise between the need to protect the IR resource, the University from legal liability, and the right and need of the user to privacy. As a compromise, the IR personnel find they are too restricted and the users would like a stronger guarantee of privacy. They're probably both right. But I would argue that the policy is a good compromise.

I want to thank the Faculty & Scholarly Affairs Committee for input on the policy and assure them that even though their suggestions won't find their way into its final draft, nevertheless their voice has been heard. First, the Faculty & Scholarly Affairs Committee was silent on the sections that have been the most controversial the conditions under which IR personnel can inspect files. I take this to mean that consensus has been reached on that section. Second, on the issue of property rights, the wording of Faculty & Scholarly Affairs Committee doesn't really work (property rights are not a first amendment guarantee and are a matter of union contract). But I have been assured that some language concerning

property rights will be included in the regulations. As to the requirement of prima fascia evidence before making suspect file material known, that was arguably too restrictive for on campus use but again will be considered for inclusion in the regulations as it pertains, for example, to law enforcement agencies.

Again, the Policy is a compromise. As such it may not fit your model of ideal but compromises seldom do. I submit that it is appropriate and workable.

ATTACHMENT 92/2
UAF FACULTY SENATE #90
FEBRUARY 7, 2000
SUBMITTED BY ADMINISTRATIVE COMMITTEE

MEMORANDUM

TO: UAF Deans, Directors, Faculty, Staff;
Faculty Senate, Staff Council, ASUAF;
& UAF Advisory Groups

FROM: Marshall L. Lind, Chancellor
University of Alaska Fairbanks

DATE: January 28, 2000

RE: UAF Mission Statement Revision Project

We are beginning the ambitious project of reviewing and possibly rewriting the UAF Mission Statement and I would like you to be involved in the project. The existing UAF Mission Statement can be found on page 6 of the 1999-2000 UAF Catalog or on the web at:
<http://www.uaf.edu/univrel/facts/mission.html>.

The four draft mission statements can be found at:

<http://www.uaf.edu/univrel/mission/>.

I would like your input on the content of the draft mission statements as it applies to the University of Alaska Fairbanks. It is expected that the Board of Regents will review the final revision draft in April 2000. This timeline is linked to UAF's accreditation self-study.

I encourage you to look at mission statements of other higher educational institutions as well.

If you need a hard copy of the four mission statement drafts, contact Ann Secrest in my office at x7112 or via email at ann.secrest@uaf.edu. The deadline for submitting your proposed mission statement is Friday, February 18, 2000 at 5 p.m. I encourage you to submit your proposed mission statement that best reflects the changing economic, cultural, and educational demands of a changing workforce.

You can also submit your proposed statement via email or campus mail. Via email, submit to: fymissn@uaf.edu or ann.secrest@uaf.edu.

Our expected timeline:

February 18	Receive campus input
March 3	Distribute revised mission statement to the campus for second reading and comment
March 24	Receive all input on revised mission statement
April 20/21	Board of Regents review

Comments and revisions from the campus community should also include

input from all governance groups and advisory councils.

If you have any questions, feel free to contact me at fychanc@uaf.edu. I look forward to working with the entire campus community on this exciting collaboration.

MISSION STATEMENT REVISION

Message from Provost Paul B. Reichardt (December 17, 1999 Cornerstone):

At the Dec. 6, 1999 Faculty Senate meeting, Chancellor Lind announced he is starting a process which will lead to a new mission statement for UAF by the end of this spring semester. The present UAF Mission Statement was written in 1988, right after the system-wide restructuring which created the present UA system. In the intervening years we have learned a lot about how this rather unique system of higher education works, and some things have changed dramatically. While the dawning of the New Millennium provides an opportune time for revisiting our mission, initiation of the self-study for institutional accreditation provides an even more compelling reason for taking on this task at this time.

As I studied the topic of mission statements, two principles stood out. First, modern mission statements are brief; they are meant to be statements which people can remember, at least in essence. Second, a useful mission statement must be created by a process which engages the people who are most directly affected by the institution's mission. Chancellor Lind is devising a process to incorporate both principles, but it will only be successful if all of us get involved. As you get ready for the holidays, Y2K and the spring semester, I encourage you to think about your view of UAF's mission and how you will become involved in the process which will result in a new formal statement of what UAF is all about.

Draft 1

The historic cornerstone of higher education in the 49th state, the University of Alaska Fairbanks is committed to nurturing the spirit of independence and freedom that characterizes Alaska. UAF was founded in 1917 as the Alaska Agricultural College and School of Mines on a ridge known to the local Athabaskans as Troth Yeddh. As the last traditional land-grant college to be established in the country, UAF is the home of the UA administration.

Through its network of campuses, UAF responds to local, regional and rural educational and vocational needs and is committed to continual development of technology-based distance delivery of education. The policy of open enrollment and early admission provides increased access to the university.

UAF encourage the life-long pursuit of intellectual and personal growth, and offers living and learning experiences supportive of all cultural heritages. In particular, UAF values its special relationship with Alaska's native and rural people.

UAF offers a broad range of educational programs, including short-term vocational/technical certificates, and research-intensive master's and Ph.D. programs. Through its baccalaureate core curriculum, UAF provides students with a solid foundation of knowledge and interpretive abilities with which to observe and accommodate the changing world. UAF

prepares teachers for Alaska and the nation. UAF provides students with learning opportunities, both inside and outside the classroom, that take advantage of UAF's geographic location and special facilities, such as advanced computing capabilities, for studying the environment and natural resources of the North.

UAF serves as a center for the arts and maintains vigorous programs in the liberal arts to provide an educational environment that celebrates diversity of the human spirit. UAF promotes knowledge and appreciation of human history, thought and culture. Enhancements to program will further expand students' appreciation of the breadth and depth of the human experience.

As Alaska's land-, sea- and space-grant university and the major research center for Alaska, UAF is committed to extending research-based knowledge to the people of the state through the integration of teaching, research and public service. Through basic and applied research UAF addresses emerging regional, national and international concerns and makes lasting contributions to our understanding of the cultural, biological and physical characteristics of the North.

UAF continues to develop partnerships with the public and private sectors within Alaska, through the United States and internationally to find new ways of enriching the university experience. UAF increasingly draws on the wisdom and support of this alumni and friends to promote its mission and plan for the future.

Draft 2

The University of Alaska Fairbanks exists to benefit the people of the State of Alaska by providing a wide range of instruction, research and service. It is the Land Grant, Sea Grant, and Space Grant University and the major research center for the State. Through distance delivery and branch campuses, UAF serves all of Alaska and places special emphasis on its relationship with Alaska's native and rural people.

A broad spectrum of instructional opportunities is available at UAF. UAF provides vocational training, certificate programs, and associate degrees designed to meet specific State needs in addition to high quality degree programs at the baccalaureate, masters and doctoral level. UAF degree programs are based on a solid background in the liberal arts and sciences. With particular strengths in the sciences and technology, student research is a major component of both undergraduate and graduate study. Practical skills are emphasized through experiential learning and student internships with industries nation wide. As a major cultural center for the State, UAF provides opportunities in fine and performance arts. Studies in the liberal arts and social sciences place special emphasis on the heritage of Alaska. It is the goal of UAF to provide the student with the educational opportunities of a major research campus while maintaining the intellectual community of a small school.

Research is critical to the UAF mission. UAF is the home of a world-recognized faculty and includes research institutes devoted to the study of geophysical, engineering and biological phenomenon. Research at UAF is supported by a major supercomputer center. In both the sciences and social sciences, special emphasis is placed on the study of the arctic and its peoples. At UAF, research is the key component to understanding and education.

Through a wide range of outreach and extension programs, UAF provides specialized instruction, interprets and transfers research results, and provides service throughout Alaska. UAF plays a major role in the economic development and well being of the State.

As an institution of research and higher education, the mission of the University of Alaska Fairbanks is to provide the resource needed to move Alaska and its people into an intellectually stimulating and economically sound future.

Draft 3

UAF, Alaska's land, sea and space grant institution is a community of leaders and learners dedicated to advancing our State and its people through the pursuit and dissemination of knowledge, especially that knowledge which relates to living and working in the north.

Draft 4

As Alaska's Land Grant, Sea Grant and Space Grant University, the University of Alaska Fairbanks (UAF) offers a wide range of instruction, research and service programs for the entire State. However, UAF places special emphasis on its commitments to Interior Alaska, to its relationship with Alaska's rural and native people, to its role as the major research center for the State. Although UAF possesses particular strengths in the sciences and technology, its instructional programs from certificate through Ph.D. are firmly rooted in the liberal arts and sciences. Experiential learning and the integration of research and teaching are important components of UAF's effort to provide each student with the educational opportunities of a research campus while maintaining the intellectual community of a small school. Through the coordination of programs in instruction, research and public outreach, UAF seeks to provide the resources needed to move Alaska and its people into an intellectually stimulating and economically sound future.

ATTACHMENT 92/3
UAF FACULTY SENATE #90
FEBRUARY 7, 2000
SUBMITTED BY ADMINISTRATIVE COMMITTEE

ACADEMIC LIAISON FACULTY FELLOW
CALL FOR NOMINATIONS

The Faculty Alliance and the President of the University are calling for nominations for the position of Faculty Fellow in the Office of the President for one year beginning July 1, 2000.

The Faculty Fellow will serve as the president's academic advisor, which includes providing the president a view of academic issues and traditions, facilitating inter-MAU communication to faculty on systemwide academic issues, serving as ex-officio member of the Faculty Alliance, and serving as faculty liaison to the Systemwide Academic Council.

The Faculty Alliance will serve as the search committee and make recommendations to the President of the University. The President will select the candidate and offer the appointment. If the appointment is accepted, the President will buy out the successful candidate's contract for one year. The President will also provide on-campus housing for the duration.

Nominations may be made either by the applicant or by another faculty member or administrator within the university system. Nomination

packets should consist of a completed nomination form, a letter of nomination summarizing the nominee's abilities relative to the position and the university's strategic initiatives, three references, and current curriculum vita.

DEADLINE FOR SUBMISSION: March 1, 1999

Nomination packets should be submitted to the nominee's local faculty governance leader as shown below.

UAF - Ron Gatterdam, President
UAF Faculty Senate
P.O. Box 756660
Fairbanks, Alaska 99775-6660
907-474-6174 (business)
907-474-5394 (Fax)
ffrwg@aurora.uaf.edu

UAA - Lauren Bruce, President
UAA Faculty Senate
3211 Providence Drive, K205D
Anchorage, Alaska 99508
907-786-4394 (business)
907-786-4190 (Fax)
aflkb@uaa.alaska.edu

UAS - Don Cecil, Chair
Faculty Alliance and Chair,
UAS Faculty Council
11120 Glacier Highway
Juneau, Alaska 99801
907-465-5387 (business)
907-465-6406 (Fax)
Don.Cecil@uas.alaska.edu

Local faculty governance leaders will submit the nomination packets by March 10 to the Faculty Alliance through the Pat Ivey, System Governance office, P.O. Box 757780, 105H Butrovich Building, Fairbanks AK 99775-7780, phone 474-5130, fax 474-5131, snpmi@orca.alaska.edu.

January 21, 2000

ACADEMIC LIAISON FACULTY FELLOW
JOB DESCRIPTION

The establishment of an academic liaison faculty fellow in the president's office would give the president a faculty voice in academic matters and the faculty a voice in administrative decision-making.

LENGTH OF CONTRACT: One year beginning July 1.

DUTIES:

1. To serve as the president's academic advisor, which includes providing the president a view of academic issues and traditions. The Faculty Fellow will have no supervisory authority and will take on special projects as agreed to by both the Alliance and the president; these projects should be in line with the primary nature of this position.
2. To facilitate and improve inter-MAU communication with faculty on systemwide academic issues.
3. To serve as ex-officio member of the Faculty Alliance.
4. To serve as liaison to SAC.

SELECTION:

1. The Faculty Alliance selection committee will reflect gender equity.

2. Whenever practical, the Faculty Fellow and the Chair of the Alliance shall be from different MAUs.
3. The Faculty Alliance selection committee will recommend to the president and SAC a minimum of two and not more than four faculty whom they fully support for the position.
4. To the extent possible, an effort will be made to rotate the position among MAUs as well as bipartite and tripartite faculty and to maintain gender and racial equity.
5. The president will select the candidate and offer the appointment and, if the appointment is accepted, will buy out the successful candidate's contract for one year.

ATTACHMENT 92/4
UAF FACULTY SENATE #90
FEBRUARY 7, 2000
SUBMITTED BY CURRICULAR AFFAIRS

MOTION:
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The UAF Faculty Senate moves to approve the 2001-2002 Academic Calendar as presented by the Registrar prepared in accordance with Senate policy and Board of Regents' policies and forward it to the Governance Coordinating Committee for action.

EFFECTIVE: Immediately

RATIONALE: The Curricular Affairs Committee has reviewed the draft 2001-2001 Academic Calendar for compliance with Senate policy and recommends approval of the calendar.

DRAFT

UNIVERSITY OF ALASKA FAIRBANKS - Fairbanks Campus
ACADEMIC CALENDAR 2001-2002
Classes begin after Labor Day for Fall Semester and
after Civil Rights Day for Spring Semester.

FALL SEMESTER-2001

Registration and fee payment for the 2001 fall semester begins	Mon., Apr. 9, 2001
Application for admission deadline for fall semester	Wed., Aug. 1
Orientation for new students	Sun.-Wed., Sept. 2-5
Labor Day (no registration or fee payment)	Mon., Sept. 3
Residence halls open, 9 am	Mon., Sept. 3
First day of instruction	Thurs., Sept 6
Late registration begins	Thurs., Sept 6
Late registration and fee payment end	Fri., Sept. 14
Last day for 100% refund of tuition and materials fees	Fri., Sept. 14
Last day for student-initiated and faculty-initiated drops (course does not appear on academic record)	Fri., Sept. 21
Last day for 50% refund of tuition (only)	Fri., Sept. 21
Low grade reports for freshmen due not later than	Fri., Oct. 12
Last day to apply for 2001 fall graduation	Mon., Oct. 15
Last day for student-initiated and faculty-initiated withdrawals	

(W grade given for course)	Fri., Nov. 2
Registration and fee payment for the 2002 spring semester begin	Mon., Nov. 12
Thanksgiving holidays (no classes)	Thurs.-Sun., Nov. 22-25
Last day of instruction	Fri., Dec. 14
Final examinations	Mon.-Thurs., Dec. 17-20
Residence halls close, noon	Fri., Dec. 21
Grades due to the Registrar's Office	Fri., Dec. 21
Campus closed 5 p.m., Fri., Dec. 21, 2001 - 8 a.m., Wed., Jan 2, 2002	

SPRING SEMESTER-2002

Application for admission deadline for spring semester	Mon., Dec. 3, 2001
Orientation for new students	Tues.-Wed, Jan. 15-16, 2002
Residence halls open, 9 a.m.	Mon., Jan. 14
Alaska Civil Rights Day (registration and fee payment continue)	Mon., Jan. 14
First day of instruction	Thurs., Jan. 17
Late registration begins	Thurs., Jan. 17
Late registration and fee payment end	Fri., Jan. 25
Last day for 100% refund of tuition and material fees	Fri., Jan. 25
Last day for student-initiated and faculty-initiated drops	
(course does not appear on academic record)	Fri., Feb. 1
Last day for 50% refund of tuition (only)	Fri., Feb. 1
Last day to apply for 2002 spring graduation	Fri., Feb. 15
Low grade reports for freshmen due not later than	Fri., Feb. 22
Spring recess	Mon.-Sun., Mar. 11-17
Last day for student-initiated and faculty-initiated withdrawals	
(W grade given for course)	Fri., Mar. 22
Registration and fee payment for the 2002 fall semester begin	Mon., Apr. 8
All Campus Day (no classes)	Fri., Apr. 26
Last day of instruction	Fri., May 3
Final examinations	Mon.-Thurs., May 6-9
Residence halls close, noon	Fri., May 10
Commencement**	Sun., May 12
Grades due to the Registrar's Office	Wed., May 15

**Saturday, May 11 may be an alternate date for Commencement (to coordinate with other MAU's).
Proposed by Ann Tremarello, January 25, 2000.

ATTACHMENT 92/5
UAF FACULTY SENATE #90
FEBRUARY 7, 2000
SUBMITTED BY THE AD HOC COMMITTEE ON UNIT CRITERIA

MOTION:

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The UAF Faculty Senate moves to approve the Unit Criteria for Alaska Native Language Center (ANLC).

EFFECTIVE: Immediately
Upon Chancellor Approval

RATIONALE: The committee assessed the unit criteria submitted by Alaska Native Language Center (ANLC). With some minor changes, agreed upon by the department representative, Larry Kaplan, the unit criteria were found

be consistent with UAF guidelines.

UAF REGULATIONS FOR THE EVALUATION OF FACULTY:
INITIAL APPOINTMENT, ANNUAL REVIEW, REAPPOINTMENT,
PROMOTION, TENURE, AND SABBATICAL LEAVE

AND

ALASKA NATIVE LANGUAGE CENTER
STANDARDS AND INDICIES

I. PURVIEW

The University of Alaska Fairbanks document, "Faculty Appointment and Evaluation Policies" (hereinafter referred to as UAF Faculty Policies), supplements the Board of Regents policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks. Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for UAF.

The University, through the UAF Faculty Senate, may wish to change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.

The Provost is responsible for coordination and implementation of matters relating to procedures stated herein.

II. INITIAL APPOINTMENT OF FACULTY

- A. Criteria for Initial Appointment. Minimum degree, experience and performance requirements are set forth in UAF Faculty Policies, Chapter IV. Exceptions to these requirements for initial placement in academic rank or special academic rank positions shall be submitted to the Chancellor or Chancellor's designee for approval prior to a final selection decision.
- B. Academic Titles. Academic titles must reflect the discipline in which the faculty are appointed and reside within a specific discipline. Units wishing to appoint academic rank faculty within schools and colleges to titles must have the concurrence of the specific discipline in which the title resides.
- C. Process for Appointment of Faculty with Academic Rank. Deans of schools and colleges, and directors when appropriate, in conjunction with the faculty in a unit shall establish procedures for advertisement, review, and selection of candidates to fill any faculty positions as they become available. Such procedures shall be consistent with the University's affirmative action policies and shall provide for participation in hiring by faculty and administrators as a unit.
- D. Process for Appointment of Faculty with Special Academic Rank. Deans and/or directors, in conjunction with the faculty in a unit, shall establish procedures for advertisement, review, and selection of candidates to fill any faculty positions as they become available. Such procedures shall be consistent with the

University's stated affirmative action policies and shall provide for participation in hiring by faculty and administrators in the unit. These procedures shall be on file in the Chancellor's Office.

- E. Following the selection process, the dean or director shall appoint the new faculty member and advise him/her of the conditions, benefits, and obligations of the position. If the appointment is to be at the professor level, the dean/director must first obtain the concurrence of the Chancellor or his/her designee.
- F. Letter of Appointment. The initial letter of appointment shall specify the nature of the assignment, the percentage emphasis that is to be placed on each of the parts of the faculty responsibility, and any special conditions relating to the appointment.

This letter of appointment establishes the nature of the position and, while the percentage of emphasis for each part may vary with each workload distribution, the part(s) defining the position may not. Subsequent letters of appointment may vary the work load distribution and nature of the assignment.

III. PERIODIC EVALUATION OF FACULTY

- A. Criteria. As outlined in UAF Faculty Policies, Chapter IV.A.3. evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university.

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

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

As defined in UAF Faculty Policy (IV.A.2.), only vocational/technical faculty and extension agents may hold bipartite rank. No other faculty may hold bipartite rank.

The determination of which of the criteria defined above will apply to these faculty shall be in accordance with institutional needs for the given position, will be coordinated by the dean of the appropriate school or college in consultation with the director, in cases of joint appointment, and with the program faculty.

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

- C. Definitions of Criteria.

1. Effectiveness in Teaching.

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

Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics which define effective teachers.

Effective teachers

- a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;
- b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;
- c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student diversity;
- d. emphasize regular feedback to students and reward student learning success;
- e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;
- f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design.
- G. OFTEN DEAL WITH STUDENTS IN SMALLER GROUPS. BECAUSE OF THE DEMOGRAPHY OF ALASKA NATIVES AND THE ENDANGERED STATUS OF ALL ALASKA NATIVE LANGUAGES, INDIVIDUAL STUDY CLASSES ARE OFTEN THE ONLY MEANS OF PROVIDING CRUCIAL INSTRUCTION TO MEMBERS OF SMALL NATIVE GROUPS WHO HAVE THE POTENTIAL TO BECOME LINGUISTS AND LANGUAGE SPECIALISTS.
- H. ARE REQUIRED TO MAKE THEIR OWN CLASSROOM MATERIALS TO A MUCH GREATER EXTENT THAN IN MOST OTHER DISCIPLINES, SINCE PUBLISHED INSTRUCTIONAL MATERIALS FOR ALASKA NATIVE LANGUAGES ARE LIMITED.

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

a. systematic student ratings (required source of data)

and at least two of the following:

b. self-evaluation

c. peer/head classroom observation(s)

d. peer/head evaluation of course materials

2. Achievement in Research, Scholarly, and Creative Activity.

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

Whatever the contribution, research, scholarly or creative activities must have the following characteristics:

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

Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

a. Books, reviews, monographs, bulletins, articles, proceedings and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline. THE MISSION OF ANLC PROVIDES FOR THE DISTRIBUTION OF NATIVE LANGUAGE PUBLICATIONS, INCLUDING GRAMMARS, DICTIONARIES, TEXTS AND INSTRUCTIONAL MATERIALS, TO THE PEOPLE OF ALASKA AND NATIVE GROUPS IN PARTICULAR. THE ALASKA NATIVE LANGUAGE CENTER'S PUBLICATION PROGRAM IS AN EFFECTIVE MEANS OF ACCOMPLISHING THIS GOAL AND IS VIEWED AS A REPUTABLE PRESS IN THE FIELD OF NATIVE AMERICAN LINGUISTICS. ANLC IS FOREMOST IN PUBLISHING IN ATHABASKAN WORLDWIDE AND FOREMOST IN ESKIMO-ALEUT PUBLISHING IN NORTH AMERICA. MANUSCRIPTS TO BE PUBLISHED ARE SENT FOR REVIEW AND COMMENT TO APPROPRIATE SPECIALISTS OUTSIDE THE INSTITUTION WHEREVER POSSIBLE.

- b. Competitive grants and contracts to finance the development of ideas; these grants and contracts being subject to rigorous peer review and approval.
- c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.
- d. Exhibitions of art works at galleries; selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.
- e. Performances in recitals or productions; selection for these performances being based on stringent auditions and approval by appropriate judges.
- f. Presentation of research papers before learned societies.
- g. Scholarly reviews of publications, art works and performance of the candidate.
- h. Citations of research in scholarly publications.
- i. Published abstracts of research papers.
- j. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts; these materials appearing in reputable works of the discipline.
- k. Prizes and awards for excellence of scholarship.
- l. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.
- m. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.
- N. OTHER MEANS OF DISSEMINATING INFORMATION ABOUT ALASKA NATIVE LANGUAGES, SUCH AS MAPS, CD'S, AUDIO TAPES, VIDEO TAPES, AND WEB PAGES.
- O. INSTRUCTIONAL MATERIALS FOR ALASKA NATIVE LANGUAGES.

NOTE: GIVEN THE MISSION OF ANLC, THERE IS OFTEN AN OVERLAP BETWEEN RESEARCH AND PUBLIC SERVICE, SO THAT RESULTS OF RESEARCH ARE MOST OFTEN OF DIRECT BENEFIT TO THE ALASKAN PUBLIC AS WELL AS THE SCHOLARLY COMMUNITY. SINCE PUBLICATIONS ARE INTENDED FOR THE PUBLIC AND ESPECIALLY THE NATIVE COMMUNITY, THEY VERY OFTEN TAKE A DIFFERENT FORM FROM OTHER SCHOLARLY RESEARCH.

3. Effectiveness of Service

The notion of public service is intrinsic to the land grant/sea grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition,

faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assume a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

a. Public Service

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

- (1) Providing information services to adults or youth.
- (2) Service on or to government or public committees.
- (3) Service on accrediting bodies.
- (4) Active participation in professional organizations.
- (5) Active participation in discipline-oriented service organizations.
- (6) Editing or refereeing articles or proposals for professional journals or organizations.
- (7) Consulting.
- (8) TEACHING OF LINGUISTICS AND ALASKA NATIVE LANGUAGES IN NOT-FOR-CREDIT SITUATIONS.

Methods of delivering public service may include, but are not limited to:

- (1) Leadership of or presentations at workshops, conferences, or public meetings.
- (2) Training, facilitating, and consultative services.
- (3) Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.
- (4) Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

b. University Service

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

- (1) Service on university, college, school, institute, or departmental committees or governing bodies.
- (2) Consultative work in support of university functions, such as expert assistance for specific projects.
- (3) Service as department head or similar part-time administrator.
- (4) Participation in accreditation reviews.
- (5) Service in support of student organizations and activities.
- (6) Academic support services such as library and museum programs.
- (7) Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.

c. Evaluation of Service

Each individual faculty member's proportionate responsibility in service shall be reflected in annual workload agreements and performance evaluations. In formulating standards and indices for evaluation, promotion, and tenure, individual units should include examples of service activities appropriate for that unit, and measures for evaluation. Effectiveness of public service is "demonstrated by such things as: professionally related and publicly recognized service to constituencies external to the university, including public and private sector groups, governmental agencies, boards, commissions, committees, public interest groups, community groups, businesses, and urban and rural residents; successful design and implementation of technology-transfer programs to external constituencies; application of directed research to the needs of constituencies; recognition, awards and honors from constituent groups; and reputation among peer deliverers of public service. Effectiveness of university service is demonstrated by such things as work on university committees and task forces; participation in faculty governance; colleague assistance; administrative work, and work with students beyond formal teacher-student relationships.

ATTACHMENT 92/6
UAF FACULTY SENATE #90
FEBRUARY 7, 2000
SUBMITTED BY CURRICULAR AFFAIRS

Curricular Affairs Committee Minutes, January 17, 2000

Present: Carol Barnhardt, Ron Illingworth, Judy Shepherd, Ann Tremarello, Gayle Gregory, Wanda Martin, Chris Hartman, Dave Woodall, Dolly Garza, Charlotte Basham (chair)

Old Business

1. Update on dual enrollment policy change: The motion passed the Senate but has not been signed by the Chancellor. We may need to revisit this item. Charley will talk with the Provost.
2. Prerequisite check (Ann T.): Ann reported that her office has run sample reports for 16 Engineering classes this Spring. She will revise the form to be sent out to departments and send a copy to Charley.

New Business

3. We approved updating credit awards for certification by National Institute of Automotive Service Excellence. In most cases this meant adjusting the number of credit hours awarded for certification.
4. We reviewed one BT degree demonstration of competency and approved it. The other two were postponed until the BT committee had reviewed them.
5. Academic Calendar: We approved the academic calendar as proposed.
6. Ron Gatterdam requested a list of ways in which a student's GPA is used. Ann T. will compile that list and bring it to our next meeting.

Our next meeting is scheduled for February 21 at 11:00.

ATTACHMENT 92/7

UAF FACULTY SENATE #90

FEBRUARY 7, 2000

SUBMITTED BY FACULTY & SCHOLARLY AFFAIRS

Faculty & Scholarly Affairs Committee Report, 21 January 2000
Submitted by Norm Swazo, Chair

FSAC members, Norm Swazo, Susan Grigg, and Kevin Winker, met on 20 January for the purpose of reviewing the 12/16/99 draft Regents' Policy, "Part II, Chapter VII - Information Resources". FSAC recommends the UAF Faculty Senate endorse the policy as drafted, with the following revisions/additions. The committee also recommends careful review of regulations implementing the policy, when these are available, particularly as concerns protection and enforcement provisions.

CAPS - additions to text
[[]] - deletions to text

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P02.07.030 Objectives for Management of Information Resources

A. respect First Amendment rights and privacy, including academic freedom AND PROPRIETARY INTERESTS IN INTELLECTUAL EFFORTS;

P02.07.050 Standards for User Contact

C. will use...and federal law, INCLUDING COPYRIGHT LAW;

P02.07.060 Protection and Enforcement

B. Enforcement

3. IR personnel...practicable. If, however, the Director of Information Resources AND THE UNIVERSITY GENERAL COUNSEL (or the personS fulfilling THESE [[that]] functionS) conclude[[s]] that files or information resident on or processed through university systems PRESENT PRIMA FACIE EVIDENCE [[suggest the possibility]] of a violation...

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No other business was conducted and the committee adjourned.

ATTACHMENT 92/8
UAF FACULTY SENATE #90
FEBRUARY 7, 2000
SUBMITTED BY GRADUATE & PROFESSIONAL CURRICULAR AFFAIRS

Graduate and Professional Curricular Affairs Committee
Meetings of January 31, 2000 meeting

Present: James Gardner (Chair), Renee Manfredi, Harikumar Sankaran, Vikas Sonwalkar, Joe Kan, Gayle Gregory, a representative for Dennis Stephens, and a graduate student representative for Hilary Fletcher.

The committee reviewed and approved the proposal for deletion of Ed. S. degree in Cross Cultural Studies. This proposal will be brought before the Administrative Council at its next meeting.

The committee also reviewed the procedures for approval/disapproval of courses and degrees, deciding that the committee will officially recommend action on such proposals only after approval of the Graduate School. The committee will, however, act as an internal advisory committee for the Graduate School during such review processes.

The committee adjourned.

ATTACHMENT 92/9
UAF FACULTY SENATE #90
FEBRUARY 7, 2000
SUBMITTED BY CORE REVIEW

Report of the Core Review Committee - Jin Brown, Chair

Met 24 January, 2000

The Committee authorized the Chair to both write and send letters to all departments involved in the Perspectives on the Human Condition areas of the Core Curriculum, and teachers of randomly selected "O" and "W" courses, in regard to the Student Learning Outcomes Assessment Reports due again at the end of this semester.

Subcommittees were formed to:

- Consider whether the mission of the Core Curriculum would require changes in order to align the Core Curriculum to the new mission of the

University in regard to Self-Study for accreditation.

- Prepare a statement of philosophy regarding proliferation of courses bearing Core credit.
- Move from the assessment reports already done into the writing of a Self-Study document for the Core Curriculum.

Core Review took up the matter of Art/Music/Theater 200X and what might be done to revise that requirement in order to better serve our students while maintaining the concept of aesthetic appreciation in the baccalaureate experience of UAF students. Core Review member Tom Riccio has some valuable suggestions that will be put before a working group with members from the three departments.

The Committee again discussed the standing problem with MATH 161. The Core representative from the Department of Mathematics related that the matter has been addressed with no changes in policy. The Committee will continue to grant petitions asking for Core credit for MATH 161.

ATTACHMENT 92/10
UAF FACULTY SENATE #90
FEBRUARY 7, 2000
SUBMITTED BY DEVELOPMENTAL STUDIES

Minutes of The Developmental Studies Committee, January 25, 2000

Attending: John Bruder, Rich Carr, Jerah Chadwick, John Creed, Cindy Hardy, Marjie Illingworth, Ron Illingworth, Wanda Martin, Greg Owens, Lisa Thomas, Jane Weber.

Old Business: Most of this meeting involved follow-up reports from subcommittees formed at the end of the December meeting.

Report on mandatory testing and placement at UAA and UAS:

While both UAA and UAS report that they have mandatory testing and placement, this varies, depending on the campus. At UAS, the Juneau campus reported that they have both mandatory testing and placement for English and Math, however the Sitka campus may not use the same system. In addition, DEVE at UAS appears to be taught through the English department, not separately as at UAF.

At UAA, DEV classes are offered through both the Developmental Studies department and the English and Math departments. For English classes, testing is mandatory. A student must bring an advisor-signed copy of ASSET test results to the instructor in order to be admitted to the class. If the student's SAT or ACT test scores are high enough to warrant admission to the class, this information is provided to the instructor. There are no exceptions to this.

In math at UAA, however, the system seems more flexible. While placement is suggested, a student may attempt to persuade the teacher to admit him or her into the class.

In a further discussion of mandatory placement for DEV classes, we discussed the difficulty of accurate placement. John Bruder told us that colleagues at a math conference reported that, even with mandatory placement, students often were not placed correctly. We discussed renorming COMPASS, now that we are starting to have enough data. Jane Weber reported that a pilot placement exam for Math 107 will be

used this summer. We discussed the advantages and disadvantages of a web-based placement exam-particularly for rural students.

Report on using BANNER to track test scores and prerequisites:

This appears to be primarily a programming issue. Ann T. has asked all departments to review prerequisites for every course. We might want to include test scores in this. While the Registrar's office is reluctant to put holds on courses because of missed prerequisites (such as placement tests), they can flag them for advising purposes. Blocking enrollment for a prerequisite on UAF courses would block that course system-wide, however. While Ann T. understood our interest in mandatory placement based on testing, she says it can't be done yet.

Tracking:

Gregg, our statistics genie, reports that there are interesting results in English. For students who go on to English 111, starting in either 060 or 070, the success rate is the same. More students go on to complete 111 from 070 than from 060, however. Of the population Greg looked at, 76.6% were BA/BS students and 12% were AAS students.

The next step in tracking DEVE students will be to compare these results with the non-DEVE-taking population, looking at ACT scores and success rates in both groups. This may give us an idea of how many people are properly placed.

New Business:

Accreditation:

Ron has been appointed to head a working group to address DEVS accreditation. Our program fits the perimeters of a department review, even though we are scattered across campuses and departments. Ron listed the following steps in the process:

Gathering information
Asking Institutional Research for data
Deciding questions to ask
Putting together a self-study report
Giving report to an outside reader

This needs to be completed before summer.

Ron suggested the following members for the working group:

Greg Owens, Marjie Illingworth, Ron Illingworth, Jane Weber, John Creed, Wanda Martin.

The working group will meet Tuesday, February 1. The DEV committee is grateful for their efforts on our behalf.

Meeting times for the Spring Semester:

Thursdays 1-2pm on February 24, March 23, April 30.

ATTACHMENT 92/11
UAF FACULTY SENATE #90
FEBRUARY 7, 2000
SUBMITTED BY FACULTY DEVELOPMENT, ASSESSMENT AND
IMPROVEMENT

Faculty Development, Assessment and Improvement - Dan White, Chair
Committee report, January 25, 2000

Since the last Administrative Committee meeting the Faculty Development, Assessment and Improvement Committee met on December 16, 1990 and January 19, 2000 to discuss progress on objectives for the 99/00 academic year.

A summary of the meeting's minutes follows:

- a. The committee coordinated the offering of a training session on teaching with IT with the Library Tech Center. The courses were offered January 6 and 7 and were a success with more than 100 participants.
- b. The committee wishes to host a speaker on faculty development, assessment and improvement during Spring Break. Tom Robinson had several suggestions for speakers, including Susan Wolcott. Tom is now working with Joy Morrison, the Provost's faculty development coordinator to bring an inspirational speaker to UAF.
- c. The committee plans to host a seminar on how to assemble a tenure and promotion file. The seminar was proposed for the first week after Spring Break. The Chair will consult with the current and past tenure and promotion committees to solicit their participation.
- d. The committee discussed the proposal made by Dr. Gatterdam to request that faculty host students for dinner on an approximate 5/yr basis. The committee suggests that while this would work well for some, perhaps more departmental activities (e.g., picnics, bonfires etc.) would have a greater outreach/impact.