

MEMORANDUM

TO: Joan Braddock, Dean, CNSM
Ron Davis, Dean, CLA
Doug Goering, Dean, CEM
Mark Herrmann, Dean, SOM
James Huesmann, Dean, Libraries
Bernice Joseph, Vice Chancellor, CRCD
Carol Lewis, Dean, SNRAS
Eric Madsen, Dean, SOEd
Pete Pinney, Vice Chancellor, Outreach
Denis Wiesenburg, Dean, SFOS

FROM: Jayne Harvie, Office Manager
Governance Office

DATE: May 6, 2008

SUBJECT: UAF Faculty Senate Actions – Meeting #151

Enclosed for your information are actions approved by the UAF Faculty Senate at their May 5, 2008 meeting.

1. Motion to approve the Unit Criteria for Library Science.
2. Motion to approve the Unit Criteria for the Graduate Program in Marine Science and Limnology.
3. Motion to amend the approved alternatives to a Minor.
4. Motion to reject use of the Digital Measures software for electronic Faculty Annual Activities Reports at UAF.
5. Motion to approve the list of 2007-2008 degree candidates.
6. Resolution to support student success initiatives by hiring more full-time tenure track faculty.
7. Resolution of Appreciation for Chancellor Stephen B. Jones.
8. Resolution of Appreciation for Jon Genetti.
9. Resolution for the Outstanding Senator of the Year Award.
10. Motion to endorse 2008-2009 committee membership.
11. Motion to approve the 2008-2009 Faculty Senate Meeting Calendar.
12. Motion to authorize the Administrative Committee to act on behalf of the Senate during the summer months

If you have any questions, please contact me at 474-7964.

Attachments

cc: Steve Jones, Chancellor
Susan Henrichs, Provost
(Continued next page)

cc's continued:

Buck Sharpton, Vice Chancellor for Research
Larry Duffy, Graduate School
Tim Barnett, Student & Enrollment Services
Deanna Dieringer, University Registrar
Melissa McGinty, Graduation Office
Dana Thomas, Asst. Provost for General Studies
Linda Hapsmith, Academic Advising Center
Lael Oldmixon, Admissions
Michelle Bartlett, Summer Sessions
Debbie Toopetlook, Rural Student Services
Rick Caulfield, Tanana Valley Campus

The UAF Faculty Senate passed the following at Meeting #151 on May 5, 2008:

MOTION:

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The UAF Faculty Senate moves to approve the revised Unit Criteria for Library Science.

EFFECTIVE: Immediately
 Upon Chancellor / Provost Approval

RATIONALE: The committee assessed the unit criteria submitted by Library Science. With some further changes agreed upon by the college representative, the unit criteria were found to be consistent with UAF guidelines.

UAF REGULATIONS FOR THE EVALUATION OF FACULTY: INITIAL
APPOINTMENT, ANNUAL REVIEW, REAPPOINTMENT, PROMOTION, TENURE,
AND SABBATICAL LEAVE
AND LIBRARY SCIENCE UNIT CRITERIA STANDARDS AND INDICES

APRIL 2008

THE FOLLOWING IS AN AMPLICATION OF UAF AND REGENTS CRITERIA FOR PROMOTION AND TENURE, SPECIFICALLY DEVELOPED FOR USE IN EVALUATING FACULTY IN LIBRARY SCIENCE. ITEMS IN BOLDFACE ARE THOSE ADDED OR EMPHASIZED BECAUSE OF THEIR RELEVANCE TO LIBRARY FACULTY, AND ARE CLARIFICATIONS OF UAF REGULATIONS.

CHAPTER I

Purview

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

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

These regulations shall apply to all of the units within the University of Alaska Fairbanks, except in so far as extant collective bargaining agreements apply otherwise.

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

CHAPTER II

Initial Appointment of Faculty

A. Criteria for Initial Appointment

Minimum degree, experience and performance requirements are set forth in “UAF Faculty Appointment and Evaluation Policies,” Chapter IV. **A MASTER’S DEGREE IN LIBRARY SCIENCE (MLS) OR EQUIVALENT FROM AN AMERICAN LIBRARY ASSOCIATION (ALA) ACCREDITED PROGRAM IS THE RECOGNIZED QUALIFICATION FOR ACADEMIC LIBRARIANS. IN SOME CIRCUMSTANCES, A MASTER’S OR PHD IN A SPECIFIED FIELD MAY SERVE AS AN ALTERNATIVE.** Exceptions to these requirements for initial placement in academic rank or special academic rank positions shall be submitted to the chancellor or chancellor’s designee for approval prior to a final selection decision.

B. Academic Titles

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

C. Process for Appointment of Faculty with Academic Rank

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

D. Process for Appointment of Faculty with Special Academic Rank

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

E. Following the Selection Process

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

F. Letter of Appointment

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

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

CHAPTER III

Periodic Evaluation of Faculty

A. General Criteria

Criteria as outlined in “UAF Faculty Appointment and Evaluation Policies,” Chapter IV, AND LIBRARY SCIENCE UNIT CRITERIA AND INDICIES, evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member’s professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university.

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

Bipartite Faculty

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

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

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

B. Criteria for Instruction

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

A CUSTOMARY TEACHING **WORKLOAD** FOR LIBRARY SCIENCE FACULTY MAY RANGE FROM **1-2 UNITS PER YEAR**; **TEACHING IS A SMALL PORTION OF THE LIBRARY SCIENCE WORKLOAD.**

1. Effectiveness in Teaching

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

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

LIBRARY FACULTY MEMBERS ENGAGE IN REGULAR REVISION OF THE CURRICULUM TO REFLECT CHANGES IN LIBRARY AND INFORMATION RESEARCH METHODS AND ACCESS TECHNOLOGIES. IN ADDITION TO TEACHING CREDIT COURSES, LIBRARY FACULTY MAY ALSO PROVIDE LECTURES, WORKSHOPS, AND SEMINARS FOR DISCIPLINE-BASED COURSES AT ALL LEVELS OF UAF'S ACADEMIC PROGRAMS IN COOPERATION WITH COURSE INSTRUCTORS.

- g. may receive prizes and awards for excellence in teaching.

2. Components of Evaluation

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

- a. systematic student ratings, i.e. student opinion of instruction summary forms, and at least two of the following:
- b. narrative self-evaluation,
- c. peer/department chair classroom observation(s),

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

C. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. 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.

A CUSTOMARY RESEARCH WORKLOAD FOR LIBRARY SCIENCE FACULTY IS 2-3 UNITS OF THEIR TOTAL WORKLOAD. RESEARCH, SCHOLARLY, AND CREATIVE ACTIVITY ARE A SMALL PORTION OF THE NORMAL LIBRARY SCIENCE WORKLOAD.

1. Achievement in Research, Scholarly and Creative Activity

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

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

2. Components of Research, Scholarly and Creative Activity

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

- a. Books, reviews, monographs, bulletins, articles, proceedings, **CASE STUDIES, PEER-REVIEWED TRANSLATIONS**, and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.
- b. Competitive grants and contracts to finance the development of ideas, these grants and contracts being subject to rigorous peer review and approval.
- c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.
- d. Exhibitions of art work at galleries, selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.

- e. Performances in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges.
- f. Scholarly reviews of publications, art works and performance of the candidate.
- g. Citations of research in scholarly publications.
- h. Published abstracts of research papers.
- i. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.
- j. Prizes and awards for excellence of scholarship.
- k. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.
- l. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development. **DEVELOPMENT OF PEER-REVIEWED ADAPTATIONS OF NEW TECHNOLOGY INCLUDING SOFTWARE DEVELOPMENT TO SOLVE PROBLEMS RELEVANT TO INFORMATION ACCESS AND/OR DELIVERY OF LIBRARY SERVICES.**
- m. **PEER-REVIEWED EXHIBIT CURATION.**

D. Criteria for Public and University Service

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

A CUSTOMARY SERVICE WORKLOAD FOR LIBRARY SCIENCE FACULTY MAY RANGE FROM 16 TO 37 UNITS. UNIVERSITY SERVICE IS THE LARGEST PORTION OF THE LIBRARY SCIENCE WORKLOAD.

1. Public Service

Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves

planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

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

2. University Service

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

- a. Service on university, college, school, institute, or departmental committees or governing bodies.
- b. Consultative work in support of university functions, such as expert assistance for specific projects.
- c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school.
- d. Participation in accreditation reviews.
- e. Service on collective bargaining unit committees or elected office.

- f. Service in support of student organizations and activities.
- g. Academic support services such as library and museum programs.

ALONG WITH UNIVERSITY SERVICE, LIBRARIANS MUST ALSO PERFORM SERVICE IN THE UNIT. AS SUCH, LIBRARIANS MUST DEMONSTRATE COMPETENCE AND EVIDENCE OF DEVELOPING EXCELLENCE IN HIS/HER PRIMARY AREA(S) OF RESPONSIBILITY WHICH ARE DESCRIBED BELOW. LIBRARY FACULTY WORKLOADS MAY SHOW ACTIVITY AND/OR RESPONSIBILITY FOR SOME BUT NOT ALL OF THESE SERVICE ACTIVITIES AND MAY ALSO INCLUDE ACTIVITIES SPECIFIED IN INDIVIDUAL WORKLOAD REQUIREMENTS.

REFERENCE

REFERENCE SERVICES PROVIDE A LINK BETWEEN USERS SEEKING INFORMATION AND THE INFORMATION SOURCE. SERVICES INCLUDE PROVIDING ASSISTANCE IN LOCATING BASIC INFORMATION AND INSTRUCTION IN THE SELECTION AND USE OF LIBRARY RESOURCES AND RESEARCH TOOLS.

COLLECTION DEVELOPMENT

COLLECTION DEVELOPMENT IS THE PROCESS BY WHICH LIBRARIANS DETERMINE THE MATERIALS TO BE INCLUDED IN LIBRARY COLLECTIONS THROUGH: SELECTION OF MATERIALS CHOSEN TO SUPPORT THE CURRICULUM AND THE UNIVERSITY'S MISSION; DEVELOPMENT OF DEPARTMENTAL LIAISON RELATIONSHIPS; MANAGEMENT OF THE COLLECTION DEVELOPMENT INFRASTRUCTURE; COLLECTION AND MANAGEMENT OF DATA FOR COLLECTION ASSESSMENT AND ACCREDITATION/ASSESSMENT; AND DIRECTING LIBRARY PARTICIPATION IN CONSORTIAL OR OTHER JOINT PROJECTS SUCH AS COOPERATIVE PURCHASES AND SHARING OF ONLINE RESOURCES WITH OTHER INSTITUTIONS.

MANAGEMENT OR ADMINISTRATIVE ACTIVITIES

THIS AREA INCLUDES MANAGING BUDGETS; SUPERVISING AND EVALUATING LIBRARY STAFF; BROAD-BASED PLANNING; AND POLICY DEVELOPMENT, DATA ANALYSIS, AND REPORT WRITING RELATED TO THE FUNCTIONING OF THE LIBRARY.

INFORMATION TECHNOLOGY

INFORMATION TECHNOLOGY INVOLVES ASSESSING AND USING CURRENT TECHNOLOGIES TO CREATE AND MAINTAIN SYSTEMS AND PUBLIC INTERFACES THAT DEVELOP OR IMPROVE ACCESS TO LIBRARY COLLECTIONS AND INFORMATION RESOURCES, INCLUDING: PLANNING, INSTALLATION AND MAINTENANCE OF SOFTWARE SYSTEMS; CREATION OF SOFTWARE AND DESIGN OF WEB SITE ARCHITECTURE; AND WRITING AND IMPLEMENTING POLICIES TO SUPPORT AND CARRY OUT LIBRARY SYSTEMS/TECHNOLOGY WORK.

ARCHIVES

ARCHIVAL ACTIVITIES INCLUDE FACILITATING DONOR RELATIONSHIPS AND DONATIONS, RESULTING IN NEW ACQUISITIONS AND/OR FUNDING FOR ARCHIVAL PROJECTS; APPRAISAL OF COLLECTIONS TO DETERMINE ADMINISTRATIVE OR HISTORICAL VALUE; ARRANGEMENT AND DESCRIPTION OF COLLECTIONS TO FACILITATE RESEARCHER ACCESS; PRESERVATION OF FRAGILE MATERIALS AND/OR OBSOLETE MEDIA; DEVELOPMENT OF OUTREACH PROGRAMS; AND PROVISION OF RESEARCH SERVICES TO ASSIST PUBLIC ACCESS TO HISTORICAL COLLECTIONS OF PAPERS, PHOTOGRAPHS, AND OTHER UNIQUE AND UNPUBLISHED MATERIALS.

- h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.
 - i. Mentoring **OF NEW FACULTY**.
 - j. Prizes and awards for excellence in university service.
3. Professional Service
- a. Editing or refereeing articles or proposals for professional journals or organizations.
 - b. Active participation in professional organizations.
 - c. Active participation in discipline-oriented service organizations.
 - d. Committee chair or officer of professional organizations.
 - e. Organizer, session organizer, or moderator for professional meetings.
 - f. Service on a national or international review panel or committee.
4. Evaluation of Service
- Each individual faculty member's proportionate responsibility in service shall be reflected in annual workload agreements. In formulating criteria, standards and indices for evaluation, promotion, and tenure, individual units should include examples of service activities and measures for evaluation appropriate for that unit. Excellence in public and university service may be demonstrated through, e.g., appropriate letters of commendation, recommendation, and/or appreciation, certificates and awards and other public means of recognition for services rendered.

ALTHOUGH ALL FACULTY MEMBERS ARE INDIVIDUALLY RESPONSIBLE FOR PROFESSIONAL ACHIEVEMENT, SCHOLARSHIP AND OTHER RELEVANT EXPERIENCE, A HIGH PROPORTION OF COOPERATIVE WORK IS ESSENTIAL FOR PROGRESS IN THE FIELD OF LIBRARIANSHIP. THEREFORE, EVALUATION OF LIBRARY SCIENCE FACULTY IS BASED

UPON INDIVIDUAL AND COLLECTIVE ACCOMPLISHMENTS IN THE PRACTICE OF LIBRARIANSHIP, SCHOLARLY, RESEARCH OR CREATIVE ACTIVITY AND SERVICE.

EFFECTIVENESS IN SERVICE MAY BE EVALUATED BY ANY OF THE FOLLOWING METHODS:

- A. DOCUMENTATION DEMONSTRATING SUCCESSFUL DEVELOPMENT AND IMPLEMENTATION OF PROJECTS, POLICIES, PROCEDURES, AND STANDARDS.
- B. LETTERS SUPPLIED BY COLLEAGUES WITHIN AND OUTSIDE THE UNIVERSITY EVALUATING PERFORMANCE, CONTRIBUTIONS TO THE LIBRARY AND ASSISTANCE TO INDIVIDUALS AND/OR GROUPS.
- C. UNSOLICITED TESTIMONIALS DEMONSTRATING OUTCOMES AND/OR EFFECTIVENESS OF SERVICE ACTIVITIES.
- D. HONORS AND AWARDS FOR PERFORMANCE EXCELLENCE WITHIN AND OUTSIDE THE UNIVERSITY, INCLUDING LIBRARY AND PROFESSIONAL ORGANIZATIONS AND ASSOCIATIONS.

The UAF Faculty Senate passed the following at Meeting #151 on May 5, 2008:

MOTION:

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The UAF Faculty Senate moves to approve the Unit Criteria for the Graduate Program in Marine Science and Limnology.

EFFECTIVE: Immediately
 Upon Chancellor / Provost Approval

RATIONALE: The committee assessed the unit criteria submitted by the Graduate Program in Marine Science and Limnology.. With some changes agreed upon by the college representative, the unit criteria were found to be consistent with UAF guidelines.

**UAF REGULATIONS FOR THE EVALUATION OF FACULTY:
INITIAL APPOINTMENT, ANNUAL REVIEW, REAPPOINTMENT,
PROMOTION, TENURE, AND SABBATICAL LEAVE
AND
GRADUATE PROGRAM IN MARINE SCIENCE AND LIMNOLOGY,
INSTITUTE OF MARINE SCIENCE,
GLOBAL UNDERSEA RESEARCH UNIT
STANDARDS AND INDICES**

THE FOLLOWING IS AN ADAPTATION OF UAF AND BOARD OF REGENTS (BOR) CRITERIA FOR PROMOTION AND TENURE, SPECIFICALLY DEVELOPED FOR USE IN EVALUATING FACULTY WHO TEACH PRIMARILY IN THE GRADUATE PROGRAM IN MARINE SCIENCE AND LIMNOLOGY (GPMSL), AND ARE APPOINTED WITHIN THE SCHOOL OF FISHERIES AND OCEAN SCIENCES (SFOS) UNITS INSTITUTE OF MARINE SCIENCE (IMS) AND GLOBAL UNDERSEA RESEARCH UNIT (GURU). ITEMS IN BOLDFACE ARE THOSE SPECIFICALLY ADDED OR EMPHASIZED BECAUSE OF THEIR RELEVANCE TO GPMSL FACULTY, AND BECAUSE THEY ARE ADDITIONS AND CLARIFICATIONS TO UAF REGULATIONS. THESE UNIT CRITERIA ARE FOR USE IN THE ANNUAL EVALUATION OF FACULTY AS WELL.

CHAPTER I

Purview

The University of Alaska Fairbanks document, "Faculty Appointment and Evaluation 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 (UAF). Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for the university.

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

These regulations shall apply to all of the units within the University of Alaska Fairbanks, except in so far as extant collective bargaining agreements apply otherwise.

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

CHAPTER II

Initial Appointment of Faculty

A. Criteria for Initial Appointment

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

B. Academic Titles

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

C. Process for Appointment of Faculty with Academic Rank

Deans or 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 vacant faculty position. These procedures are set by UAF Human Resources and the Campus Diversity and Compliance (AA/EEO) office and shall provide for participation in hiring by faculty and administrators as a unit.

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

E. Following the Selection Process

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

F. Letter of Appointment

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

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

CHAPTER III

Periodic Evaluation of Faculty

1. General Criteria

Criteria outlined in "UAF Faculty Appointment and Evaluation Policies," Chapter IV, **AND GPMSL UNIT CRITERIA, STANDARDS AND INDICES**, evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university.

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

Bipartite Faculty

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

The dean or director of the relevant college/school shall determine which of the criteria defined above apply to these faculty. Bipartite faculty may voluntarily engage in a tripartite function, but they will not be required to do so as a condition for evaluation, promotion, or tenure.

B. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in

classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees particularly as their major advisor, curriculum development, and academic recruiting and retention activities.

TEACHING IS AN IMPORTANT MISSION OF ALL SFOS TENURE-TRACK FACULTY; TEACHING IN SFOS IS NORMALLY CONDUCTED THROUGH EITHER THE GRADUATE PROGRAM IN MARINE SCIENCE AND LIMNOLOGY (GPMSL) OR THE FISHERIES PROGRAM. THE SCOPE FOR UNDERGRADUATE TEACHING BY MOST GPMSL FACULTY IS LIMITED, BECAUSE THE PRIMARY MISSION OF GPMSL IS GRADUATE EDUCATION. THE MAJOR TEACHING ACTIVITIES OF MOST GPMSL FACULTY ARE CLASSROOM/LABORATORY/FIELD INSTRUCTION AT THE GRADUATE LEVEL AND ADVISING GRADUATE STUDENTS ON THESIS AND DISSERTATION RESEARCH. GRADUATE CLASSROOM INSTRUCTION OFTEN REQUIRES EFFORT DISPROPORTIONATE TO THE NUMBER OF STUDENTS SERVED. THE NORMAL EXPECTATION FOR FULL-TIME (9 MONTH) TENURE-TRACK FACULTY IS 6 CREDITS PER YEAR. FACULTY CAN REDUCE CLASSROOM TEACHING TO A MINIMUM OF 3 CREDITS PER YEAR WITH EXTERNAL FUNDING BUY-OUT. FOR FACULTY WITH DIFFERENT WORKLOADS, THE EXPECTATION FOR FORMAL TEACHING IS TO BE ADJUSTED PROPORTIONATELY IN ACCORDANCE WITH ANNUAL WORK LOAD STATEMENTS.

1. Effectiveness in Teaching

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

EFFECTIVE TEACHERS:

- a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;
- b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;
- c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student and clientele 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. develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design;
- g. may receive prizes and awards for excellence in teaching.

2. Components of Evaluation

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

- a. systematic student ratings i.e. student opinion of instruction summary forms, and at least two of the following:
- b. narrative self-evaluation,
- c. peer/department chair classroom observation(s),
- d. peer/department chair evaluation of course materials.

PERFORMANCE AS MAJOR ADVISOR IS EVALUATED BASED ON DEGREES COMPLETED UNDER THE FACULTY MEMBER'S SUPERVISION, SINCE EACH REPRESENTS A MAJOR INVESTMENT OF FACULTY TIME. HOWEVER, IT IS RECOGNIZED THAT DEMAND FOR GRADUATE DEGREES IS NOT UNIFORM ACROSS DISCIPLINES, AND LIMITED AVAILABILITY OF STUDENTS MAY LIMIT A FACULTY MEMBER'S ACTIVITY IN GRADUATE ADVISING. PROMOTION TO ASSOCIATE PROFESSOR REQUIRES THAT AT LEAST ONE M.S. GRADUATE DEGREE HAS BEEN COMPLETED, OR ONE Ph.D. STUDENT HAS MADE SUBSTANTIAL PROGRESS TOWARDS COMPLETION UNDER THE FACULTY MEMBER'S SUPERVISION AS MAJOR ADVISOR IF THE FACULTY MEMBER'S WORKLOAD INCLUDES TEACHING. PROMOTION TO PROFESSOR REQUIRES THAT AT LEAST TWO GRADUATE DEGREES (M.S. OR PH.D.) HAVE BEEN COMPLETED UNDER THE FACULTY MEMBER'S SUPERVISION AS MAJOR ADVISOR IF THE FACULTY MEMBER'S WORKLOAD INCLUDES TEACHING. ADDITIONAL EVIDENCE OF PERFORMANCE QUALITY INCLUDES PUBLICATION OF PEER-REVIEWED JOURNAL ARTICLES OR BOOK CHAPTERS BASED ON THE ADVISED STUDENT'S THESIS OR DISSERTATION RESEARCH; STUDENT PRESENTATIONS AT NATIONAL AND INTERNATIONAL MEETINGS; AWARDS TO STUDENTS; AND STUDENT SUCCESS IN INITIAL EMPLOYMENT AFTER GRADUATION.

C. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/ space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in

other scholarly or creative pursuits that are appropriate 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.

1. Achievement in Research, Scholarly, and Creative Activity

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

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

2. Components of Research, Scholarly and Creative Activity

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

- a. Books, reviews, monographs, bulletins, articles, proceedings 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 PRIMARY EVIDENCE OF HIGH RESEARCH QUALITY IS PUBLICATION OF RESEARCH RESULTS AND INTERPRETATIONS IN RESPECTED, NATIONAL OR INTERNATIONAL, PEER-REVIEWED JOURNALS OR PEER-REVIEWED BOOKS OR BOOK CHAPTERS. IN EVALUATING SUCH PUBLICATIONS, QUALITY, AS JUDGED BY GPMSL/SFOS FACULTY PEERS, IS MORE IMPORTANT THAN QUANTITY.

SECONDARY EVIDENCE OF RESEARCH SUBSTANCE AND QUALITY CAN INCLUDE PUBLICATIONS THAT ARE NOT PEER-REVIEWED, SUCH AS FINAL CONTRACT REPORTS, DATA REPORTS, AND WEBSITES.

- b. Competitive grants and contracts to finance the development of ideas; these grants and contracts being subject to rigorous peer review and approval.

SECONDARY EVIDENCE OF RESEARCH SUBSTANCE AND QUALITY CAN INCLUDE EXTERNAL FUNDING FROM SOURCES KNOWN FOR RIGOROUS PEER OR ORGANIZATIONAL REVIEW OF PROPOSALS.

- 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 peers, juries, recognized artists, or critics.
- e. Performance in recitals or productions; selection for these performances being based on stringent auditions and approval by appropriate judges.
- f. Editing or refereeing articles or proposals for professional journals or organizations.
- 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.

FACULTY APPLYING FOR PROMOTION OR TENURE MUST PRESENT EVIDENCE OF HIGH-QUALITY CONTRIBUTIONS IN RESEARCH. FOR A FULL-TIME (9-MONTH) WORKLOAD, THE MINIMUM EXPECTATION FOR AWARD OF TENURE AND PROMOTION TO ASSOCIATE PROFESSOR IS A SUSTAINED PUBLICATION RECORD AVERAGING ONE PER YEAR, WITH A MINIMUM OF SIX. THE MINIMUM EXPECTATION OF PEER-REVIEWED PUBLICATIONS FOR PROMOTION TO PROFESSOR IS A SUSTAINED PUBLICATION RECORD AVERAGING ONE PER YEAR, WITH A MINIMUM OF TWELVE. TYPICALLY, AT LEAST HALF OF THE PUBLICATIONS AT EACH PROMOTION LEVEL WILL BE FIRST-AUTHORED BY THE CANDIDATE OR BY A GRADUATE STUDENT, UNDERGRADUATE STUDENT, OR POST-DOCTORAL SCHOLAR UNDER THE CANDIDATE'S DIRECT SUPERVISION. IT IS THE CANDIDATE'S TOTAL PUBLICATION RECORD, REGARDLESS OF AFFILIATION, THAT IS CONSIDERED IN DETERMINING THESE COUNTS.

D. Criteria for Public and University Service

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is 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."

TO BE CONSIDERED IN PERFORMANCE EVALUATIONS, PUBLIC SERVICE ACTIVITIES MUST BE RELATED TO THE FACULTY MEMBER'S UNIVERSITY POSITION. SOME GPMSL FACULTY HAVE PART-TIME ADMINISTRATIVE POSITIONS THAT PROVIDE SERVICE TO A NATIONAL SCIENTIFIC COMMUNITY AND SIGNIFICANTLY INCREASE THE SERVICE PORTION OF THEIR WORKLOAD. THE PROPORTION OF WORKLOAD ASSIGNED TO FORMAL ADMINISTRATIVE DUTIES AND TO UNIVERSITY, PROFESSIONAL AND PUBLIC SERVICE IS OUTLINED IN THE ANNUAL WORKLOAD STATEMENT.

1. Public Service

Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities that 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 the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

- a. Providing information services to adults or youth.
- b. Service on or to government or public committees.
- c. Service on accrediting bodies.
- d. Active participation in professional organizations.
- e. Active participation in discipline-oriented service organizations.
- f. **VOLUNTARY consulting IN THE FACULTY MEMBER'S AREA OF EXPERTISE CONSISTENT WITH THE OBLIGATION FOR PUBLIC SERVICE.**
- g. Prizes and awards for excellence in public service.
- h. Leadership of or presentations at workshops, conferences, or public meetings.

- i. Training and facilitating.
- j. Radio and TV programs, newspaper or trade journal articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.
- k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

2. University Service

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

- a. Service on university, college, school, institute, departmental committees or governing bodies.
- b. Consultative work in support of university functions, such as expert assistance for specific projects.
- c. Service as department chair, or term-limited and part-time assignment as assistant/associate dean in a college, school, **OR PROGRAM.**
- d. Participation in accreditation reviews.
- e. Service on collective bargaining unit committees or elected office.
- f. Service in support of student organizations and activities.
- g. Academic support services such as library and museum programs.
- h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.
- i. Mentoring **JUNIOR FACULTY**
- j. Prizes and awards for excellence in university service.

3. Professional Service

- a. Editing or refereeing articles or proposals for professional journals or organizations.
- b. Active participation in professional organizations.
- c. Active participation in discipline-oriented service organizations.
- d. Committee chair or officer of professional organizations.

- e. Organizer, session organizer, or moderator for professional meetings.
- f. Service on a national or international review panel or committee.

4. Evaluation of Service

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

FOR GPMSL FACULTY, EVIDENCE OF HIGH-QUALITY PERFORMANCE MAY INCLUDE (1) EVALUATION LETTERS FROM PEERS, ADMINISTRATORS, OR OTHERS WITH DIRECT KNOWLEDGE, (2) SPECIFIC ACCOMPLISHMENTS AS REPORTED IN THE SELF-EVALUATION AND/OR ACTIVITY REPORTS, AND (3) EVIDENCE OF REPEATED REQUESTS FOR THE FACULTY MEMBER TO PERFORM NEW OR EXPANDED SERVICE ACTIVITIES. SUCH REQUESTS ARE STRONG EVIDENCE FOR QUALITY PERFORMANCE.

FACULTY APPLYING FOR PROMOTION OR TENURE MUST PRESENT EVIDENCE OF QUALITY SERVICE CONTRIBUTIONS. FOR PROMOTION TO ASSOCIATE PROFESSOR AND TENURE, SERVICE IN AT LEAST TWO OF THE THREE CLASSES OF SERVICE (PUBLIC, UNIVERSITY, PROFESSIONAL) IS NORMALLY EXPECTED. FOR PROMOTION TO PROFESSOR, FACULTY SHOULD DEMONSTRATE AN EXPANDED SERVICE CONTRIBUTION, NORMALLY INCLUDING SERVICE AT THE NATIONAL OR INTERNATIONAL LEVEL.

The UAF Faculty Senate passed the following at Meeting #151 on May 5, 2008:

MOTION:

The UAF Faculty Senate moves to amend approved alternatives to a Minor to include certificates in addition to A.A.S. degrees (p. 121, 2007-2008 UAF Catalog).

CAPS = Additions

[[]] = Deletions

An associate of applied science (A.A.S.) degree **OR CERTIFICATE OF AT LEAST 30 CREDITS** earned at any regionally accredited college or university may be used to meet requirements for a minor for the bachelor of arts (B.A.) degree.

EFFECTIVE: Immediately
 Upon Chancellor Approval

RATIONALE: Since a certificate requires a greater number of credits in a discipline than a minor, this addition is well within the spirit of a minor concentration and makes completing the requirements for a minor easier for students who begin with limited academic goals and progressively work towards a bachelor's degree.

The UAF Faculty Senate passed the following at Meeting #151 on May 5, 2008:

MOTION:

The UAF Faculty Senate moves to reject use of the Digital Measures software for electronic Faculty Annual Activities Reports at UAF.

EFFECTIVE: Immediately

RATIONALE: The UAF Administration is in the process of testing an electronic system of Faculty Annual Activities Reports. The company Digital Measures was contracted to customize existing software for the UA system, incorporating requests from administrators and a survey of deans/directors. A beta test of the software was conducted in Fall 2007 with the faculty of the School of Fisheries & Ocean Sciences at UAF. Beta tests were also performed with departments at UAA and UAS.

The faculty of UAA oppose adoption of this system, and it is no longer under consideration for that MAU. The UAF administration wishes to move forward with adoption, focusing its efforts on refining and improving the software. The feedback received from SFOS faculty addressed programming and design issues from the users' point of view, i.e., the nuts and bolts of the data entry. This feedback did not include discussion of the role of these electronic reports at UAF, nor their broader implications.

The Annual Activities Reports are designed to help guide the career of faculty in consultation with their dean and/or director, and are used as a tool for faculty performance evaluation as stated in the Collective Bargaining Agreements. The system being tested from Digital Measures focuses on measuring university performance. These are two separate goals which have limited overlap. The attempt to achieve both at once has made for a system with critical failings for each goal.

The Faculty Alliance in 2004 drafted objectives, guidelines and constraints of an electronic interactive database system for faculty workload and activity reports. A detailed analysis of the Digital Measures system has shown that few of these objectives, guidelines and constraints were met. Further, the proposed system doubled the required information over the current Annual Activity report. The primary concerns of the faculty are the security of sensitive information, use of this information for inappropriate purposes, duplication of effort through lack of coordination with other on and off campus databases, and compliance with the respective Collective Bargaining Agreements. As a database for measuring university performance, the system is poorly designed, error prone, cumbersome and does not take advantage of modern computing capabilities.

The recommendation of the Faculty Senate is to drop the effort to use electronic Annual Activities Reports as input for a comprehensive university database. The faculty would support an electronic version of Annual Activities Reports if it met the criteria specified by the Faculty Alliance in 2004. A separate database of faculty activities could be created with only the public professional products of the faculty; however, considering the poor result from the time, effort, and resources already

devoted to adapting the Digital Measures software for the University of Alaska, further investment in this system as a public professional products database is not advisable.

See the Faculty Affairs Committee report on the automated Annual Activity Reports for more detailed information. A copy is posted online at the following web address:
<http://www.uaf.edu/uafgov/faculty/fsfy08meetings/index.html>

The UAF Faculty Senate passed the following at Meeting #151 on May 5, 2008:

MOTION:

The UAF Faculty Senate recommends to the Board of Regents that the attached list of individuals be awarded the appropriate UAF degrees pending completion of all University requirements. [Note: a copy of the list is available in the Governance Office, 312 Signers' Hall]

EFFECTIVE: Immediately

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

The UAF Faculty Senate passed the following at Meeting #151 on May 5, 2008:

SUBMITTED JOINTLY BY THE STUDENT ACADEMIC DEVELOPMENT AND
ACHIEVEMENT COMMITTEE AND THE FACULTY AFFAIRS COMMITTEE

RESOLUTION:

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**SUPPORTING SUCCESS INITIATIVES THROUGH HIRING OF FULL TIME
TENURE TRACK FACULTY**

WHEREAS, UAF has been engaged over the past several years in an increasing emphasis on programs and policies that enhance student success; and

WHEREAS, national data indicates that students are more successful when their first contact with instructors is with full-time faculty in stable positions who are involved in and committed to planning and evaluation of entry-level programs; and

WHEREAS, with upcoming changes in admissions and placement for entering students, there will be a greater need for faculty in entry level classes, including student success and developmental classes; and

WHEREAS, in motions to implement mandatory placement and to endorse the recommendations of the Developmental Education Implementation Task force, the Faculty Senate clearly stated that these motions require financial commitment from UAF, including the creation and support of full-time tenure track faculty positions; and

WHEREAS, many in the general public and the state Legislature are becoming increasingly concerned about the disproportionately rising administration costs while funding for direct classroom instruction comparatively shrinks;

THEREFORE, BE IT RESOLVED THAT the UAF Faculty Senate strongly encourages the creation and hiring of full-time, tenure track positions in all areas that specifically address entering students and student success; and

BE IT FURTHER RESOLVED THAT the UAF Faculty Senate strongly encourages funding be dedicated to hiring and supporting full-time tenure-track faculty members and away from burgeoning administration costs as documented in the MacTaggart and Rogers report.

The UAF Faculty Senate passed the following at Meeting #151 on May 5, 2008:

**RESOLUTION OF APPRECIATION
FOR
UAF CHANCELLOR STEPHEN B. JONES**

WHEREAS, Stephen B. Jones has served the University of Alaska for the past four years as Chancellor of the University of Alaska Fairbanks; and

WHEREAS, Stephen B. Jones has worked diligently to increase the national and international reputation of UAF as a premier education and research institution, and to establish the identity of UAF as "America's Arctic University"; and

WHEREAS, Chancellor Stephen B. Jones brings prestige and recognition to UAF in his position as the Chair of the governing board, University of the Arctic, a circumpolar consortium of colleges and universities in eight circumpolar nations; and

WHEREAS, during his tenure, UAF has seen an increase in the number of UA Scholars enrolling in UAF, in the number of students entering high-demand workforce programs to meet the needs of the state of Alaska, and in the number of PhD candidates; and

WHEREAS, during the four years of Stephen B. Jones's tenure as Chancellor, the number of degrees awarded has increased in 2007; and

WHEREAS, Stephen B. Jones has begun building a culture of philanthropy in support of UAF, by establishing an annual fund program and providing the resources to build a development and advancement program at UAF; and

WHEREAS, Stephen B. Jones has promoted UAF education and research internationally, by creating agreements with selected universities in China and India; and nationally, by creating MOAs with community colleges in Washington and California; and

WHEREAS, Stephen B. Jones convened the Vision 2017 Task Force, a body of statewide leaders who will help set the future course for UAF;

NOW, THEREFORE, BE IT RESOLVED, that the University of Alaska Fairbanks Faculty Senate expresses its gratitude to Stephen B. Jones for his years of service to the university, commends him for his advocacy on behalf of UAF, and extends best wishes to him and his wife Judy in their future endeavors.

The UAF Faculty Senate passed the following at Meeting #151 on May 5, 2008:

Resolution of Appreciation for Jonathan Genetti

Whereas, Jon Genetti has served the UAF Faculty Senate in a manner deserving of the UAF Faculty Senate's greatest admiration and respect; and

Whereas, Jon Genetti has served as Senator to the UAF Faculty Senate from 2004-2008, as a member of the Faculty Affairs Committee from 2004-2006 and as chair of the Faculty Affairs Committee from 2005-2006; and

Whereas, Jon Genetti has served as a member of the Administrative Committee from 2006-2008, as Chair of the Administrative Committee and as President-Elect of the UAF Faculty Senate from 2006-2007; and

Whereas, Jon Genetti has served as a member of the UAF Governance Coordinating Committee from 2006-2008; and

Whereas, Jon Genetti effectively advocated for UAF faculty as a member of the UA Faculty Alliance from 2006-2008; and

Whereas, Jon Genetti, as a member of the Statewide Student Success Steering Committee advocated for UAF students and worked to increase their success as students; and

Whereas, Under the leadership of Jon Genetti as Chair of Faculty Affairs, the by-laws of the Faculty Senate were changed to allow the full participation of faculty with research appointments on Faculty Senate; and

Whereas, With his extensive knowledge of computer programming and applications, Jon Genetti has worked with Faculty Senate committees and UAF and statewide administrators to test and refine UA-wide computing initiatives; and

Whereas, Jon Genetti has raised awareness of the differences in UAF's various retirement benefit programs, and has worked to maintain equal retirement benefits for all UAF employees; and

Whereas, Jon Genetti has served as President of the UAF Faculty Senate from 2007-2008 and with keen insight and good humor has successfully led the Faculty Senate through difficult and often contentious discussions; and

Whereas, The UAF Faculty Senate wishes to acknowledge the outstanding service rendered the faculty and the University by the work of Jon Genetti as he concludes his term as president; now

THEREFORE, BE IT RESOLVED, That the UAF Faculty Senate acknowledges the many contributions of Jon Genetti and expresses its appreciation for his exemplary service.

The UAF Faculty Senate passed the following at Meeting #151 on May 5, 2008:

**OUTSTANDING SENATOR OF THE YEAR AWARD
FOR
ACADEMIC YEAR 2008**

WHEREAS, Rainer Newberry has served the university in the UAF Faculty Senate for the past six years; and

WHEREAS, Rainer Newberry has provided leadership as Chair of the Curricular Affairs Committee during academic years 2003 through 2006; and

WHEREAS, Rainer Newberry has served as Chair of the Curriculum Review Committee for the past four years; and

WHEREAS, Rainer Newberry has served as a representative of both Curricular Affairs and Curriculum Review on the Faculty Senate Administrative Committee; and

WHEREAS, Rainer Newberry has led the Curriculum Review Committee to provide a clear, consistent and rigorous process to guide curriculum changes; and

WHEREAS, Rainer Newberry has spearheaded the establishment of guidelines regarding the structure of academic credits; and

WHEREAS, Rainer Newberry engaged faculty in dialog about the plus-minus grading system and its implementation and consequences; and

WHEREAS, Rainer Newberry has provided thorough, provocative and tireless advocacy for issues about which he is passionate; now

THEREFORE, BE IT RESOLVED, that the UAF Faculty Senate recognizes Rainer Newberry as Outstanding Senator of the Year for Academic Year 2008.

The UAF Faculty Senate passed the following at Meeting #151 on May 5, 2008:

MOTION:

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The UAF Faculty Senate moves to endorse the 2008-2009 committee membership as attached.

EFFECTIVE: Immediately

RATIONALE: New Senate members' preference for committee selection were reviewed and weighed against membership distribution from schools and colleges.

2008 -2009 UAF FACULTY SENATE COMMITTEE MEMBERSHIP

STANDING COMMITTEES

Curricular Affairs

Ken Abramowicz, SOM (10)
Seta Bogosyan, CEM (10)
Jane Allen, CRCD/KUC (09)
Carrie Baker CLA (10)
Falk Huettmann, CNSM (09) – Co-Chair
Beth Leonard, SOEd (10)
Diane McEachern, CRCD/KUC (09)
Rainer Newberry, CNSM (10)
Amber Thomas, CLA (09) – Co-Chair

Faculty Affairs

Ken Barrick, SNRAS (09)
Marion Bret-Harte, IAB (09)
Cathy Cahill, CNSM (10) - Convener
Anne Christie CLA (10)
Mike Davis, CRCD (10)
Kenan Hazirbaba, CEM (10)
Maureen Hogan, SOEd (09)
Meibing Jin, IARC (10)
Jingjing Liang, SNRAS (10)
Marla Lowder, CES (09)
Jennifer Reynolds, SFOS (09)
Norm Swazo, CLA (10)

Unit Criteria

Mike Davis, CRCD (10)
Kraig Hays, CLA (10)
John Heaton, CLA (10)
Brenda Konar, SFOS (10) - Chair
Sonja Koukel, CES (10)
Jing Zhang, CEM (09)

PERMANENT COMMITTEES

Committee on the Status of Women

Elizabeth Allman, CNSM (10)
Uma Bhatt, CNSM (09)
Alexandra Fitts, CLA (10)
Carol Gold, CLA (09)
Cindy Hardy, CRCD (09)
Stefanie Ickert-Bond, IAB (10)
Renate Wackerbauer, CNSM (09)
Diane Wagner, CNSM (09)
Jane Weber, CRCD (10) - Chair

Core Review

Christine Coffman, English, CLA (10)
Christie Cooper, CLA (10)
James Gladden, Social Sci, Applied & Distance Ed, CLA (10)
Karen Gustafson, Humanities, CLA (10)
Suzan Hahn, Library CLA (09)
Latrice Bowman, Math, CNSM (10) – Co-Convener
Michael Harris, Sciences, CNSM (09) – Co-Convener

Student Academic Development & Achievement Committee

Jane Allen/Nancy Ayagarak, KUC Campus
Victor Zinger, Bristol Bay Campus (Spring 09)
John Creed, Chukchi Campus
Brian Rasley, Sciences (09)
Cindy Hardy, Dev. Education – Chair
Marjorie Illingworth, CRCD
Jill Faudree, Math (09)
Joe Mason, Northwest Campus
Dana Greci, CRCD
Curt Szuberla, CNSM (10)

Faculty Appeals & Oversight Committee

Carol Barnhardt, SOEd. (09) – Co-convener
Jim Bicigo, CLA (09) – Co-convener
John Gimbel, CNSM (10)
Joshua Greenberg, SNRAS (10)
Santanu Khataniar, CEM, (10)
Jerry McBeath, CLA (10)

Wayne Marr, SOM (10)
Tony Nakazawa, CRCD (10)
Fred Sorensen, CES (10)
Milan Shipka, SNRAS (09)
Keith Swarner, CRCD (10)

Faculty Development, Assessment & Improvement

Josef Glowa, CLA (10)
Dana Greci, CRCD (09)
Marjorie Illingworth, CRCD (09)
Julie Lurman Joly, SNRAS (10)
Joy Morrison, Faculty Development Office
Link Olson, CNSM (09)
Channon Price, CNSM
Larry Roberts, CRCD (09) - Convener
Layne Smith, CLA (10)
Thomas Zhou, SOM (10)

Graduate Academic & Advisory Committee

Perry Barboza, CNSM (09)
Ron Barry, CNSM-Math (09)
Mark Box, CLA (09)
Rajive Ganguli, CEM (10)
Joe Little, SOM (09)
Paul McCarthy, CNSM (09) - Chair
Ben Potter, CLA (09)
Ray Ralonde, SFOS/MAP (10)
Melissa Rickey, SOEd (09)
Heinz Wiechen, CNSM (09)

The UAF Faculty Senate passed the following at Meeting #151 on May 5, 2008:

MOTION:

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The UAF Faculty Senate moves to adopt the following calendar (with revisions noted below) for its 2008-2009 meetings.

EFFECTIVE: Immediately

RATIONALE: Meetings have to be scheduled well in advance to allow for reservations at the Wood Center and to facilitate planning for Faculty Senate members.

Meeting #:	Date	Day	Time	Type
152	9-15-08	Monday	1:00 PM	Video/Audio Conference
153	10-13-08	Monday	1:00 PM	Audio Conference Face to Face
154	11-10-08	Monday	1:00 PM	Face to Face Audio Conference
155	12-8-08	Monday	1:00 PM	Audio Conference
156	2-2-09	Monday	1:00 PM	Face to Face
157	3-2-09	Monday	1:00 PM	Video/Audio Conference
158	4-6-09	Monday	1:00 PM	Audio Conference
159	5-4-09	Monday	1:00 PM	Face to Face

The UAF Faculty Senate passed the following at Meeting #151 on May 5, 2008:

MOTION:

The UAF Faculty Senate moves to authorize the Administrative Committee to act on behalf of the Senate on all matters within its purview, which may arise until the Senate resumes deliberations in the Fall of 2008. Senators will be kept informed of the Administrative Committee's meetings and will be encouraged to attend and participate in these meetings.

EFFECTIVE: May 5, 2008

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