

# **College of Education Handbook**

**University of Alaska Anchorage**

**2006**

**Second Edition**  
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# Table of Contents

<b>Part I Introduction</b> .....	<b>4</b>
UAA's College of Education Overview .....	4
Conceptual Framework .....	5
<b>Part II Governance</b> .....	<b>6</b>
1.0 Constitution .....	6
2.0 Charter Assemblies.....	9
3.0 Standing Committees .....	10
• <b>3.1 Assessment and Accreditation Committee</b> .....	<b>10</b>
• <b>3.2 Course and Curriculum Committee</b> .....	<b>10</b>
• <b>3.3 Faculty Peer Review Committee</b> .....	<b>11</b>
• <b>3.4 Graduate Committee</b> .....	<b>12</b>
• <b>3.5 Recruitment and Retention</b> .....	<b>13</b>
• <b>3.6 Standing Rules and Practices Committee</b> .....	<b>13</b>
• <b>3.7 Teacher Education Council</b> .....	<b>14</b>
4.0 Boards.....	14
• <b>College of Education Advisory Board</b> .....	<b>14</b>
5.0 Caucuses .....	15
• <b>Professional Education Faculty Caucus</b> .....	<b>15</b>
6.0 Ad Hoc Committees .....	15
<b>Part III Student Affairs</b> .....	<b>16</b>
1.0 Student Support .....	16
2.0 Academic Dispute Resolution Procedures .....	17
3.0 Student Organizations .....	17
<b>Part IV Professional Development</b> .....	<b>18</b>
1.0 Professional And Continuing Education .....	18
2.0 Faculty Mentoring .....	18
3.0 Center for Advancing Faculty Excellence.....	18
<b>Appendices</b> .....	<b>19</b>
Appendix A Peer Review Criteria and Guidelines .....	20
Appendix B Workload/Compensation for Master's Thesis/Project Advisement .....	31
Appendix C 500 Level Course Approval Process.....	32
Appendix D Academic Dispute Resolution Procedures.....	33
Appendix E Alaska Educational Innovations and Educational Network.....	39
Appendix F NCATE Definitions.....	40
Appendix G Diversity Statement .....	41

**Addenda** ..... 42

**Section I: College of Education Organization**

Addendum I Administrative Structure

Addendum II College Personnel – Position Descriptions

**Section II: Assembly**

Addendum III General Assembly

Addendum IV Department of Counseling & Special Education Assembly

Addendum V Department of Educational Leadership Assembly

Addendum VI Department of Teaching and Learning Assembly

Addendum VII Faculty and Student Services Assembly

**Section III: Committee**

Addendum VIII Professional Education Faculty Committee

Addendum IX Assessment & Accreditation Committee

Addendum X Course & Curriculum Committee

Addendum XI Faculty Peer Review Committee

Addendum XII Graduate Programs Committee

Addendum XIII Instructional Technology & Resources Committee

Addendum XIV Standing Rules & Practices Committee

Addendum XV Teacher Education Council

Addendum XVI Social Committee

Addendum XVII Leadership Team

**Section IV: Other**

Addendum XVIII State of Alaska Ethics Act

## Part I Introduction

The College of Education (COE) is located administratively within the University of Alaska Anchorage (UAA). UAA, the University of Alaska Fairbanks (UAF), and the University of Alaska Southeast (UAS) comprise the University of Alaska Statewide system (UA). UA Statewide offices are located in Fairbanks. Since the University of Alaska is included in Alaska's Constitution, all general fund support is appropriated as part of the annual legislative process.

UAF was the first campus in the system and is the only Major Administrative Unit (MAU) designated as a Morrill Act Land Grant institution. UAS has the distinction of being located in Alaska's state capitol, Juneau. Among UAA's many attractions is its location in the heart of Alaska's population center.

Prior to January 1987, the State of Alaska had two administratively separate systems of higher education: community colleges and universities. These two institutions, while part of the UA system, were separate. In January 1987, each community college was combined with one of the three senior campuses (UAA, UAF, UAS) to form MAUs. While each MAU is accredited separately, they are all governed through the Statewide system and answerable to the UA Board of Regents.

Currently, UAA includes four community campuses: Kenai Peninsula College, Matanuska-Susitna (MatSu) College, Kodiak College, and Prince William Sound Community College. UAA's service area stretches from the middle of the Matanuska-Susitna Valley all the way to the end of the Aleutian Chain; it is the largest geographic service area in the UA system.

Increasingly, COE programs are available to students throughout the UAA service region and, indeed, across the state through various collaborations with community campuses, partnerships with public school districts, and distance-delivered coursework. However, all responsibility for curriculum development and implementation rests solely with the Anchorage campus faculty, as is true for administrative leadership and support.

The Alaska Department of Education and Early Development (EED) is charged with various tasks, such as formulating regulations to implement legislation, serving as a support for school districts, coordinating federal grants and appropriations, and issuing certificates for public school employees. As a state-funded public institution, UAA falls, in some instances, within the purview of EED. This relationship is stronger for the College of Education than for most other units in UAA, since teacher certification programs must be approved by the State Board of Education, and all monitoring and enforcement of public education policies is EED's responsibility.

### UAA's College of Education Overview

Elements of teacher preparation and education have been part of higher education in Anchorage since 1954, the beginning of UAA's official history. At that time, faculty from the University of Alaska Fairbanks offered courses locally at Anchorage High School (now West High School), shopping malls, and other spaces dispersed throughout the city. As campus facilities were built, programs were relocated onto the UAA campus. The School of Education (SOE) became part of the University of Alaska, Anchorage, also referred to as the "senior campus" to distinguish it from Anchorage Community College.

In 1976, SOE began its first statewide program in Special Education. Delivery of courses was by videotape, audio-conferences, and printed materials sent via mail during the academic year with on-campus courses during the summers.

Throughout the years, faculty and staff expanded SOE/COE programs from initial teacher certification to special education, educational leadership, counselor education, and adult education degree programs. In

addition, COE students can receive professional preparation in early childhood education and early childhood special education. Information regarding programs and faculty may be accessed at the COE website located at <http://ed.uaa.alaska.edu/>. COE students may be found in public schools and other educational programs, both public and private, throughout the state, and indeed, throughout the world.

On July 1, 2001, the University of Alaska Board of Regents approved the restructuring of the UAA School of Education; it became the College of Education.

An interim dean provided administrative support for College of Education faculty and staff while a search was conducted. Dr. Mary Snyder accepted the position as the College's founding dean and began her work in July 2003.

COE faculty members provide leadership in their respective fields. They provide professional service to Alaska as members or chairs of Governor's Councils, task forces to create state standards, and curriculum development projects. Their research extends the boundaries of knowledge in many areas, particularly with respect to public school education in a world of diversity and cultural pluralism.

### **Conceptual Framework**

The College of Education prepares teachers and other school personnel to address professional, instructional, and leadership challenges within a broad spectrum of educational roles and responsibilities. The conceptual framework provides the rationale and organizing principles that underlie the College's programs.

The vision, mission, and core values characterize the programs, permeate students' experiences, and are central to curriculum, assessment and instructional strategies, and field experiences. The core values represent professional practices of faculty members and program graduates.

***College of Education Motto:*** Preparing Educators to Transform Lives

### ***College of Education Vision:***

We are a community of educators dedicated to improving the quality of education and preparing educators to transform lives. Through innovative teaching, research, service, and leadership, we will:

- Provide direction that inspires learning, informs the state's educational policy and research agendas, and addresses the Alaska's challenges;
- Call upon diverse cultural knowledge, values, and ways of learning and viewing the world, especially those of Alaska Natives, in order to promote the intellectual, creative, social, emotional, and physical development of educators, learners, families, and communities;
- Contribute to educators' understanding of development and learning from childhood through maturity and respond to the challenges of providing learning across the life span;
- Transform the beliefs and practices of educators, families, and communities, in order to address the wide spectrum of human abilities in compassionate and innovative ways;
- Prepare educators with appropriate knowledge, skills, and dispositions in the judicious use of technology to enhance learning;
- Focus on student learning; and
- Engage in dynamic partnerships with university, community groups, and urban and rural educators to improve the quality of education in Alaska.

**College of Education Mission:**

We prepare educators and support the lifelong learning of professionals to embrace diversity and to be intellectually and ethically strong, resilient, and passionate in their work with Alaska's learners, families, and communities.

**Philosophy:**

Our programs emphasize the power of learning to prepare educators to transform the lives of learners. Within the College and across the University, faculty members teach pre-professional and professional educators to work in diverse settings, to form and sustain learning partnerships, and to provide learning across the life span. We are confident that this preparation will result in educators' significant contributions to society.

We believe that learning must be designed, delivered, and evaluated within the contexts of the following core values and program outcomes. Consequently, College of Education faculty promote the core values in their collegial interactions to ensure that program graduates exhibit:

1. **Intellectual vitality:** Professional educators examine diverse perspectives, engage in research and scholarship, contribute to knowledge and practice, and apply innovations in technology.
2. **Collaborative spirit:** Professional educators generate, welcome, and support the collaborative relationships and partnerships that enrich people's lives.
3. **Inclusiveness and equity:** Professional educators create and advocate for learning communities that advance knowledge and ensure the development, support, and inclusion of people's abilities, values, ideas, languages, and expressions.
4. **Leadership:** Professional educators are committed to the highest standards of ethical behavior in their roles, using professional expertise to improve the communities in which they live and work, and demonstrating the ability to translate theories and principles into transformative educational practice.

**Partnerships:**

The College of Education engages in a wide variety of collaborative partnerships in order to serve its stakeholders. UAA COE faculty are involved in grants, research, professional development and curriculum design in more than half of Alaska's school districts. Faculty will also make a conscious effort to align coursework with UAS, UAF, and community campuses in an effort to improve program development and delivery across the state. UAA strives to work closely with the Alaska Department of Education and Early Development and community partners in order to be responsive to state and local needs.

**Part II Governance****1.0 Constitution****ARTICLE I. Purpose**

In order to establish a productive intellectual community; cultivate collaborative and cooperative relations among faculty, administration, staff, and students; affirm and assure the rights of academic freedom; and promote the general welfare and rights of individuals, this constitution of the College of Education is hereby established within the guarantees granted and the limits set forth by the Regents of the University of Alaska and the State of Alaska.

**ARTICLE II. Assemblies**

The College of Education, University of Alaska Anchorage, honors the strength of all members through collaborative partnerships. Understanding the benefits of synergy, each college assembly

ensures parity among members and collaborative decision making by developing common goals attained by assuring individual contributions, joint responsibility, and mutual accountability.

All assemblies and standing committees will create bylaws to be submitted to the Standing Rules and Practices Committee for review and approval no later than January 15, 2007. Once every three years, using the following matrix, assemblies and committees will review and revise (as needed) their bylaws and submit them to the SRP for review and approval. A quorum of 50% of the General Assembly is necessary to amend or revise substantive changes to the COE Handbook. Proxy votes are not permitted unless specifically permitted by assembly or committee. Should any assembly or committee revise their bylaws in the interim the revised bylaws will be submitted to the SRP for review and approval at that time.

**January 15, 2011**

General Assembly  
EDL Assembly  
A&A Committee  
Leadership Team

**January 15, 2012**

CASE Assembly  
CCC Committee  
FPR Committee  
Staff (FSS) Assembly

**January 15, 2010**

DTL Assembly  
GP Committee  
SRP Committee  
COE Handbook

**Section 1. General Assembly**

All personnel working within the College of Education comprise the General Assembly. (By-laws in Addendum III).

**Section 2. Charter Assemblies**

A charter assembly is an established group that represents members who share a common purpose.

▪ **Counseling and Special Education Department (CASE)**

All personnel working within that department comprise the CASE Assembly. (By-laws in Addendum IV).

▪ **Department of Educational Leadership (EDL)**

All personnel working within that department comprise the EDL Assembly. (By-laws in Addendum V).

▪ **Department of Teaching and Learning (DTL)**

All personnel working within that department comprise the DTL Assembly. (By-laws in Addendum VI).

▪ **Faculty and Student Support**

The FSS Assembly is composed of all support personnel working within Student Services, Administrative Offices, CASE, EDL, and DTL. (By-laws in Addendum VII).

**Section 3. Standing Committees**

Standing Committees are those elected by the faculty and staff of COE that continue to function on a year-round basis. The dean has the discretion to appoint voting or ex-officio non-voting members to any standing committee.

- **Assessment and Accreditation**
- **Course and Curriculum**
- **Faculty Peer Review**
- **Graduate Programs**
- **Recruitment and Retention**
- **Standing Rules and Practices**
- **Teacher Education Council**
- **COE Leadership Team**

#### **Section 4. Boards**

An administrative, managerial, or quasi-judicial body of elected or appointed persons that has the character of a deliberative assembly with the following variations:

- a. Boards have no minimum size and are frequently smaller than most other assemblies
- b. A board may or may not function autonomously, its operation is determined by responsibilities and powers delegated to it or conferred on it by authority outside itself.
  - **College of Education Advisory Board**

#### **Section 5. Caucuses**

Particular members of an assembly may wish to meet to plan strategy toward a desired result within the assembly. The meeting would be governed by the rules generally applicable to committees. Such meeting may be held on the presumed informal understanding that those who attend will abide by the decisions of the members in attendance.

- **Professional Education Faculty (PEF)**

#### **Section 6. Ad Hoc Committees**

These groups are generally short term, non-standing, and assigned a specific charge or purpose to address. Membership to an Ad Hoc or Special Committee or Task Force is typically by appointment.

#### **Section 7. Common Language**

For the purpose of consistency among assemblies, committees, boards, and caucuses the following statements will be integrated into all COE assembly, committee, board, and caucus bylaws and therefore will not need to be written into individual bylaws:

- The fall semester will be deemed the beginning of a new cycle. Year end reports (a summary of accomplishments, goals met and unmet, proposed goals for the following cycle, etc.) will be turned in to the Assistant to the Associate Dean, or assignee, no later than the last day of the summer semester. The Chair's of assemblies, committees, boards, and caucuses are responsible to submit this report. It is encouraged that the members will see and approve the report prior to submission.
- The assemblies, committees, boards, and caucuses will be governed by their standing rules as written and approved by them. Should a situation arise that is not encompassed by their standing rules then the rules contained in the latest edition of Robert's Rules of Order, Revised, will govern them where Robert's Rules are not in conflict with their bylaws.
- Proposed amendments (simple changes) to Bylaws may be introduced by any member of the assembly, committee, board, or caucus at any regular meeting, or at any special meeting called for that purpose. Voting for amendments will take place at the meeting following the introduction to allow for consideration and discussion. A simple (50% +1) majority of the members participating in such election will be required for adoption of the proposed amendment. Members who desire a proxy must name their proxy and identify the type of proxy vote authorized\* by e-mailing this information to an officer at least 24 hours prior to a voting meeting. The SRP will be provided a copy of any successful amendment within 15 days of approval.
- Proposed revisions (major changes) to Bylaws may be introduced by any member of the assembly, committee, board, or caucus at any regular meeting, or at any special meeting called for that purpose. Voting for revisions will take place at the meeting following the introduction to allow for consideration and discussion. A 2/3 majority of the members participating in such election will be required for adoption of the proposed revisions. Members who desire a proxy must name their proxy and identify the type of proxy vote authorized\* by e-mailing this

information to an officer at least 24 hours prior to a voting meeting. The SRP will be provided a copy of any successful amendment within 15 days of approval.

- \* A proxy can be given authority to 1.) cast a specific vote for their assigner, or 2.) listen to all discussion on a topic and submit a vote using their discretion.

### **Dissolution**

- A committee, board, or caucus may be dissolved at the discretion of the Dean of the College or by request of the committee, board, or caucus. Should a 2/3 majority of the entire committee, board, or caucus agree they should disband the Chair shall, in writing, notify the Dean of the College of the wishes of the committee, board, or caucus and request permission to do so. If the Dean agrees the Chair of the committee, board, or caucus will be notified and notification of dissolution will be sent to everyone in the College.

## **ARTICLE III. College Rules of Order and Procedures**

### **Section 1. Meetings**

The College will have a meeting at least once each semester and at such other times as the dean deems appropriate or necessary. The dean may call a meeting upon petition of any Assembly or Committee Chair. Reasonable notification of College meetings must be given before the meetings, with an agenda distributed, when possible, at least twenty-four hours prior to the meeting. An emergency College meeting may be called by the dean or with the approval of the Standing Rules and Practices Committee. A minimum of one regular working day (twenty-four hours) notice of an emergency meeting must be distributed to the assembly. The agenda of an emergency meeting will be limited to those items listed on the notice calling the meeting. For the purpose of notification of COE meetings, regular working days are defined as contract days.

Charter Assemblies have autonomy and are responsible for setting standing meeting times and establishing a process for calling other meetings as deemed necessary with reasonable notification to all members. Meeting minutes or notes will be kept for all meetings and disseminated to all members.

### **Section 2. University Committee Representation**

Members of the College will have an opportunity to nominate and vote in elections for university committees. Notice of elections will specify who is eligible to participate as a candidate and as a voter. In the event of a vacancy on a university committee, the dean will appoint a member to serve until the next general election is held.

### **Section 3. Parliamentary Authority**

Assemblies, boards, and committees will conduct all business in accordance with the standard procedures of the College of Education as specified in the *College of Education Constitution*.

### **Section 4. Veto Power of the Dean**

The dean has the authority to veto any and all decisions of the College.

## **ARTICLE IV. Amendment of the Constitution**

This article provides a means for making changes in the . Amending the will require prior notice and a simple majority vote of the College. The amendment process must conform to the University of Alaska Board of Regents' Policies, the University of Alaska Anchorage Policies and Procedures, and the collective bargaining agreements. If there is a conflict between the College of Education document and the policies or contracts, the policies and contracts will prevail.

**ARTICLE V. Revisions of the Handbook**

This article provides a means for making changes in the handbook. Minor modifications may be approved by a majority vote of the Standing Rules and Practices Committee. Major revisions to the handbook will require prior notice and a majority vote of the College.

**ARTICLE VI. Ratification of the Constitution**

This Constitution will be in full force and effect and will supersede all previous constitutions after a favorable vote of two-thirds of all College members eligible to vote.

**ARTICLE VII. Ratification of the Handbook**

The Handbook will be in full force and effect and will supersede all previous handbooks after a favorable majority vote of all College members eligible to vote.

**2.0 Charter Assemblies****ARTICLE I. Purpose/Charge**

The Assembly will develop, implement, and support the policies and programs of the department or charge of the assembly. It will support students, programs, and faculty members; promote public relations; and insure the efficient functioning of the department, charge, and/or College.

**ARTICLE II. Members**

The Assembly includes all faculty, administrators, and staff who work within the department or charge of the assembly.

**ARTICLE III. Responsibilities and Duties**

- **Responsibilities and Duties of the Assembly Chair**

The Chair's duties will include, but not be limited to, setting the agenda for and facilitating meetings, developing documents with assistance from the assembly, and representing the assembly at College meetings. For departments, the department chair will serve in this role.

- **Responsibilities and Duties of the Assembly Secretary**

Record attendance of all participants at meetings and minutes of all meetings, prepare necessary documents, and perform other duties requested by the Assembly.

**ARTICLE IV. Meetings**

Assemblies will have a reasonable number of meetings in order to accomplish the work of the assembly and at such times as the Chair of the Assembly may call a meeting. A standing meeting time will be established within the first week of each semester. Reasonable notification of meetings must be given before the meetings, with an agenda distributed, when possible, at least twenty-four hours prior to the meeting. The chair will appoint an acting chair to serve in his or her absence. The chair has the authority to cancel a standing meeting by giving assembly members at least 24 hours notice. An emergency meeting may be called when necessary. A minimum of one regular working day (twenty-four hours) notice of an emergency meeting must be distributed to the assembly. The agenda of an emergency meeting will be limited to those items listed on the notice calling the meeting.

**ARTICLE V. Structure**

Charter assemblies will be responsible for establishing its structure, by-laws, standing committees, boards, and caucuses.

**ARTICLE VI. Parliamentary Authority**

The rules contained in the current edition of *Robert's Rules of Order Newly Revised* will govern assemblies in all cases to which they are applicable and in which they are not inconsistent with these and any special rules of order the assemblies may adopt.

A copy of charter assembly by-laws will be submitted to the Standing Rules and Practices committee by January 15 each year. The Standing Rules and Practices committee will review the by-laws and return them to the assembly by March 1 for ratification by the assembly by May 1. The Standing Rules and Practices has the authority to require changes in part or in whole assembly by-laws.

## **ARTICLE VII. Amendment of**

These can be amended at any scheduled meeting of the assembly by a simple majority of those voting, provided a quorum (50% of eligible voters) is present, and providing amending the has been included in the published agenda.

### **3.0 Standing Committees**

#### **3.1 Assessment and Accreditation Committee**

The Assessment and Accreditation Committee provides leadership and direction for ensuring that a cycle of continuous review for program improvement is conducted across programs and degrees in the College and that the multiple tasks associated with assessment and accreditation are coordinated, conducted efficiently, and used to inform the work of the College. Recommendations of the Committee are presented to the faculty of the College for review and approval.

Assessment and Accreditation Committee meetings will be held as needed from August through May. The Assessment and Accreditation Committee will present an outline of its year-long agenda and goals to the College of Education no later than the end of September. The Assessment and Accreditation Committee will present a report of its year-long activities to the College of Education no later than the end of April.

The scope of the Committee's duties includes review and oversight of all matters relating to assessment and accreditation in the College.

- a. Coordinating all assessment and accreditation processes within the College.
- b. Ensuring that issues related to national accreditation remain prominent and become a part of the College culture.
- c. Conducting on-going monitoring and review of the assessment process within the College, including the College-wide assessment plan.
- d. Making recommendations to improve the efficiency with which the various tasks associated with assessment and accreditation are carried out.
- e. Making recommendations for resources to enhance the assessment and accreditation processes.

(By-laws in Addendum X).

#### **3.2 Course and Curriculum Committee**

The Course and Curriculum Committee is responsible for conducting a constructive review of COE courses, curriculum, and related policies. Course and Curriculum Committee approval is required for all COE material in the UAA catalog or in published course schedules (e.g., all courses with prefixes assigned to COE).

The Course and Curriculum Committee meeting schedule must adhere to all requirements as specified in UAA Policies and Procedures and collective bargaining agreements. The meeting schedule must take into account timelines for other groups such as UAB and GAB that require coordination. Meetings commence the first week after faculty contracts begin; the final meeting of the academic year will be held before faculty contracts end. All meetings are public. The Committee will not meet when faculty members are off contract. Other than 500-level courses, no curriculum action requests or policy changes are considered during the summer.

The duties of committee members are outlined below:

- a. Committee members will review each curriculum action submitted and participate during all meetings in which the members discuss, evaluate, and vote on the proposed curriculum action.
- b. The Course and Curriculum Committee will submit the results of each action to the next appropriate level (i.e. a COE department or program, UAB or GAB).
- c. The Course and Curriculum Committee will present an outline of its year-long agenda and goals to the College of Education no later than the end of September.
- d. The Course and Curriculum Committee will submit a report of its year-long activities to the College of Education no later than the end of April.
- e. Each committee member will participate in the ongoing refinement of the course and curriculum review process, criteria, and guidelines.
- f. At the end of each annual review cycle, the Chair of the Course and Curriculum Committee will provide written comments to the faculty and the dean on ways to improve the consistency, efficiency, and fairness of the course and curriculum review criteria and guidelines.
- g. If a recommendation for changing the criteria and guidelines is approved by a simple majority of the entire assembly of COE faculty members eligible to vote, then the approved changes will be forwarded to the appropriate University levels and administration for their review and approval.
- h. An amendment to the COE review criteria and guidelines requires ratification by two-thirds of the eligible COE faculty responding to a written ballot.

(By-laws in Addendum XI).

### **3.3 Faculty Peer Review Committee**

The Faculty Peer Review Committee, a College of Education standing committee, prepares for and facilitates a constructive review of COE tenured and tenure-track faculty who submit files for tenure, promotion, retention, and post-tenure review.

Faculty Peer Review Committee meetings will be held as needed. The Committee meeting schedule must adhere to all requirements as specified in UAA Policies and Procedures and collective bargaining agreements. A minimum of two meetings (one each during the Fall and Spring semesters) will be held. The Chair, in consultation with members, will present an outline of its year-long agenda and goals to the College of Education no later than the end of September and will present a report of its year-long activities to the College of Education no later than the end of April.

The duties of the Faculty Peer Review Committee will include, but not be limited to, the following:

- a. Faculty Peer Review Committee members will review each candidate's file and sit as a member of the committee during all meetings in which the members discuss, evaluate, and vote on the candidate's file.
- b. The Chair of the Faculty Peer Review Committee and the Secretary of Record (writer of the report) for each file under review must be identified before the review begins.
- c. The Faculty Peer Review committee will submit its evaluation of the candidate's file and the voting summary for each promotion, tenure, comprehensive retention, and sixth-year comprehensive post tenure review to the dean of the College by the deadline defined by the Office of the Dean and in compliance with UA Board of Regents' Policies, the University of Alaska Anchorage Policies and Procedures relating to Appointment, Review, Promotion, Tenure, and the collective bargaining agreements.
- d. For Promotion and Tenure decisions, all voting members, as defined by this document, will be asked to vote by paper ballot on the question to "Recommend for Promotion" or "Recommend for Tenure." This ballot vote tally will be included in the summary report of the Peer Review Committee.

- e. For all other evaluations, all voting members of the Faculty Peer Review Committee will be asked to vote by paper ballot on the question of whether the candidate's performance, "meets," "exceeds," or "does not meet" the relevant criteria.
- f. Each committee member is responsible for deleting and destroying all draft versions of the reports pertaining to review.
- g. Each committee member will participate in the ongoing refinement of the review process, criteria, and guidelines.
- h. The committee will conduct an annual workshop to inform faculty new to the College of Education on promotion and tenure expectations and policies.
  - At the end of each annual review cycle, the Chair of the Faculty Peer Review Committee will provide written comments to the faculty and dean of COE on ways to improve the consistency, efficiency, and fairness of the evaluation criteria and guidelines. The timeline for this report must take into account that any revisions to the criteria have to be submitted to the University-wide Faculty Evaluation Committee by February 15<sup>th</sup> of each year.
  - If a recommendation for changing the criteria and guidelines is approved by a two-thirds majority of the entire assembly of tenured and tenure-track COE faculty members, the approved changes will be forwarded to the appropriate University levels and administration for their review and approval.
  - An amendment to the COE review criteria and guidelines requires ratification by two-thirds of the COE tenure-track faculty responding to a written ballot.
- i. All proposals for changes or revisions to the will be forwarded to the College of Education Standing Rules and Practices Committee, which will guide the amendment process.

(By-laws in Addendum XII).

### 3.4 Graduate Committee

The Graduate Committee, a College of Education standing committee, provides leadership and direction for graduate education programs in the College of Education. The committee's duties are to:

- a. Establish, review, and/or revise academic standards, policies and degree requirements for admission, professional preparation and completion of the College of Education's graduate programs.
- b. Ensure adherence to the guidelines and requirements for graduate study established by the University at large.
- c. Work collaboratively with departments, programs, and the Office of the Dean to lead and support the continual renewal or development of graduate programs in a manner consistent with the College of Education's mission.

Recommendations of the Committee are presented to the faculty of the College for review and approval. Curriculum-related policies are presented to the faculty; Course and Curriculum; the dean; GAB and, finally, the provost in the Office of Academic Affairs. College policy issues are presented to the faculty and then to the dean for approval.

Each department will elect one member to this committee. The Committee's term of service coincides with the 9-month academic year contract, with faculty members holding two-year, staggered appointments.

Graduate Programs Committee meetings will be held as needed from August through May. The Graduate Programs Committee will present an outline of its yearlong agenda and goals to the College of Education no later than the end of September. The Graduate Programs Committee will present a report of its yearlong activities to the College of Education no later than the end of April.

(By-laws in Addendum XIII).

### 3.5 Recruitment and Retention

To be added at a later date (April 2008)

(By-laws in Addendum XIV).

### 3.6 Standing Rules and Practices (SRP) Committee

The Standing Rules and Practices Committee (SRP), a COE standing committee, amends the COE Handbook and serves as College ombudsman. The Nominations and Elections (NE) Subcommittee conducts nominations and elections of standing committees and ad hoc committees within the COE.

The SRP Committee will consist of the dean (or designate) and a member selected by each assembly to serve for staggered, two-year terms. The election must be concluded by May 1 and conducted in accordance with COE policies and procedures as specified in the *College of Education Constitution*.

Standing Rules and Practices Committee meetings will be held monthly

The Standing Rules and Practices Committee's duties include:

- a. Reviewing/amending the COE Handbook.
- b. Reviewing the of all COE Assemblies and Committees. SRP has the authority to veto such in part or in whole if necessary.
- c. Soliciting nominations and conducting elections of standing and ad hoc committees within the COE as required and in accordance with the *College of Education Constitution's* Nomination and Election Regulations, Process, and Procedures (Part II Governance 1.0).
- d. Conducting votes on policies, etc. within the COE.
- e. Performing tasks as identified by the Office of the Dean which fall within the charge and purview of the SRP Committee.
- f. Serving in the role of ombudsman for the membership of COE regarding rules and practices within the COE Handbook.
- g. Monitoring adherence to all requirements as specified in UAA Policies and Procedures and collective bargaining agreements.

(By-laws in Addendum XV).

### 3.7 Teacher Education Council

The Teacher Education Council (TEC) is the Executive Board of the Professional Education Faculty (PEF) and serves in an advisory capacity to review and recommend policy, programs, curricular, and programmatic assessment matters related to the College. The TEC serves the PEF and is representative of the PEF. The TEC reports to the Dean of the College of Education as the University's official Head of the Unit. Standing members of the TEC include the Dean of the College of Education; the Dean of the College of Arts and Sciences; the Associate Dean for Student and Curriculum Affairs; the Director of Clinical Services and Certification; department chairs; a student; and two public school representatives.

The TEC will meet monthly during the academic year and at other times as needed. The duties of the committee will include but not be limited to the following:

- a. The TEC will consider and make recommendations on matters relating to College of Education policy, procedures and programmatic assessment, including issues related to admission, certification, exit requirements, student qualifications, quality of instruction, student and programmatic assessment, or other matters relating to the College of Education as determined by the TEC or Unit Head.

- b. The TEC will compile and disseminate aggregate data on program performance on an ongoing, annual basis and determine Unit goals for the next academic year based on its findings.
- c. The TEC has the authority to create ad hoc committees to focus on the directions, programs, and perceived needs of professional education.

The Associate Dean of Student and Curriculum Affairs is responsible for keeping the TEC informed of curriculum proposals related to the Unit. All final decision-making authority with respect to the Unit will rest with the Dean of the College of Education. \*\*\*\*

(By-laws in Addendum XVI).

## 4.0 Boards

### College of Education Advisory Board

The COE Advisory Board is comprised of members representing the university, public school and community partners. The Advisory Board serves as a working board that will assist the College of Education in charting its course by:

- Informing the COE of perceived needs in the community and state that should be addressed;
- Serving as a sounding board on curricular and programmatic issues;
- Serving as informed, active advocates and representatives for the College of Education;
- Keeping us mindful of how the College of Education is perceived by the community;
- Providing feedback on COE initiatives related to public relations, image, and external funding.

The Advisory Board meets quarterly and assists the Dean of the College of Education through its advisory and advocacy responsibilities.

## 5.0 Standing Caucuses

### Professional Education Faculty (PEF)

The Professional Education Faculty (PEF) will be the representative body of the Unit across the University. The goal of this caucus will be to review, support and operationalize the conceptual framework of the College of Education at the University of Alaska Anchorage.

The purposes supporting this goal will be to:

- a. Encourage collaborative efforts between and among the university, public schools, the Alaska Department of Education and Early Development, and accrediting agencies concerned with public and higher education in the state and nation.
- b. Facilitate the collaborative efforts of all campus entities in the preparation and ongoing professional development of teachers and other school personnel at UAA.
- c. Provide input to the governing committees and individuals of the university concerning the directions, programs, and perceived needs of professional education.
- d. Provide advice and council to the Teacher Education Council (TEC).

The PEF will meet at least once each fall and spring semester. Other meetings may be convened as needed or requested.

(By-laws in Addendum VIII).

## 6.0 Ad Hoc Committees

### ARTICLE I. Purpose/Charge

These groups are generally short term, non-standing, and assigned a specific charge or purpose to address.

## **ARTICLE II. Membership**

Membership to an Ad Hoc or Special Committee or Task Force is typically by appointment.

### **Section 1. Ad Hoc or Special Committee or Task Force Responsibilities**

Committee/task force members are considered to be in good standing when they actively participate in the work of the committee or task force.

The committee/task force members are responsible for (1) performing the charge or task as identified by the Office of the Dean, and (2) reviewing annually the of the Ad Hoc Committees, Special Committees, and Task Forces and revising if necessary.

### **Section 2. Vacancies**

When, for any reason, a member leaves the committee or task force before his/her term is over, a new member will be appointed by the Dean of COE within 14 days of the vacancy. The new member will serve the remaining time in that term. Members may resign from the committee by writing to the Committee or Task Force Chair.

## **ARTICLE III. Officers**

The officers for the Ad Hoc and Special Committees or Task Force will be one Chair and one Secretary. The Dean of COE will appoint the Chair and Secretary.

## **ARTICLE IV. Committee Meetings and Duties**

The meeting schedule will:

- a. Adhere to all requirements as specified in UAA Policies and Procedures and collective bargaining agreements.
- b. Conduct open meetings.

### **Section 1. Meeting Days**

The Ad Hoc or Special Committee or Task Force meetings will be held as needed from August through May or as deemed necessary.

### **Section 2. Quorum & Voting Voice**

A quorum will be defined as 51% of the regular members present. All regular members will have a full voting voice.

### **Section 3. Electronic and Other Meetings**

The Ad Hoc or Special Committees or Task Force business will be conducted by face-to-face committee meetings whenever possible. Internet-based discussions, audio conferences, conference calls, or videoconferences may be conducted if requested to the secretary by a committee member 24 hours prior to the meeting date. Members may cast a vote in one of the following ways: hand, voice or ballot count in a face-to-face meeting, audio conference, telephone, fax, e- mail or a mailed-in ballot vote. The secretary will receive all cast votes and will also count and report the results to the Committee/Task Force members. Proxy vote is permitted by written permission if appropriate to the specific charge.

### **Section 4. Duties**

The scope of the groups' duties includes a review and recommendation of all matters relating to the topic assigned to the Committee or Task Force. Agenda items for meetings will be given to the secretary at least 24 hours prior to the meeting date.

### **Section 5. Reporting and Approval Process**

The Committee/Task Force Reporting and Approval Process must be outlined in writing by the Dean of COE in the charge to the Committee.

## Part III Student Affairs

### 1.0 Student Support

#### A. Student Services Office

- **Academic Advising**
- **Undergraduate Advising**
- **Pre-service advising for students enrolled in Early Childhood Development programs and those students enrolled in programs leading to elementary and secondary teacher certification is provided by the Academic Success Coordinator in the Student Services and Teacher Certification Office.**
- **Teacher Certification/Professional Licensure**
- **Assistance is available to students who require authorization prior to internship placement and with professional licensure requirements. Upon program completion this office will assist students when they apply for professional licensure through the Department of Education and Early Development. Areas of service are as follows:**
  - Student authorization
  - Tiered Licensure for Teachers
  - Added endorsements to existing licenses
  - Type B for School Administrators
  - Type C for School Counselors
  - Required Testing
  - Institutional Recommendations

Students may also find information on line at [www.coe.uaa.alaska.edu](http://www.coe.uaa.alaska.edu). Select Student Services. Additional information is also available at [www.eed.state.ak.us/TeacherCertification](http://www.eed.state.ak.us/TeacherCertification)

#### B. Computer Lab

The College of Education maintains a computer lab for use by any student currently registered in COE courses. The lab is accessed with a Wolf card.

#### C. Financial Aid

Numerous academic scholarships are available through the UAA Financial Aid Office. Information about financial aid can be accessed at <http://www.uaa.alaska.edu/financialaid/>. In addition, academic tuition waivers are usually available. The application deadline in the fall semester is September 15<sup>th</sup>. Selection criteria for undergraduate/graduate majors include the following criteria:

- Academic performance
- University/community service
- Work experience/personal background
- Other

The selection procedure for graduate tuition waivers is outlined below.

- Graduate students must meet the minimum qualifications for receiving graduate tuition waivers as stipulated on the Departmental Tuition Waiver Form.
- Applicants must have a letter of support from a College of Education faculty member.
- The proposed workload must support the goals of the College.
- An attempt will be made to distribute the graduate assistantships equitably across all COE departments and programs.

The College's Leadership Team will make the final selection on the awarding of tuition waivers.

## 2.0 Academic Dispute Resolution Procedures

Students and faculty must be informed on issues related to academic disputes. The College of Education's policies and procedures regarding disputes arising from academic decisions are detailed in Appendix D.

## 3.0 Student Organizations

### COE Organizations

#### A. Anchorage Association for the Education of Young Children (AAEYC) Club

The AAEYC Club exists to support best practices in early education, improve teaching and learning, and promote public support and policies to build the early childhood education profession.

#### B. Rho Zeta Chapter, Kappa Delta Pi (KDP)

Rho Zeta is the first chapter of the Kappa Delta Pi International Honor Society in Education in Alaska. It was founded at the University of Alaska Anchorage in 1986. Organized to recognize excellence in education, KDP elects those to membership who exhibit the ideals of scholarship, high personal standards, and promise in teaching and allied professions. It encourages improvement, distinction in achievement, and contributions to education.

#### C. ClubEd

ClubEd exists as a meeting place for all UAA students interested in the field of education. ClubEd strives to support outstanding educational practices, to improve teaching and learning as well as to promote public support and policies to build the profession of teaching.

## Part IV Professional Development

### 1.0 PACE

The Office of Professional and Continuing Education (PACE), housed within the COE, facilitates professional development opportunities for educators and other service professionals. PACE works collaboratively with UAA academic units and partner organizations to provide responsive service and support for 500-level courses, workshops, conferences, institutes, and academies. Committed to addressing the community's immediate and changing professional development needs, PACE works closely with school districts, professional societies, and private and government agencies. Additional information regarding PACE can be accessed at <http://pace.uaa.alaska.edu/>

### 2.0 COE Faculty Mentoring

The College of Education is committed to providing support for new faculty through a faculty-to-faculty mentoring program. The Office of the Dean, in collaboration with department chairs, will assign faculty to assist new hires in learning about UAA/COE culture, promotion and tenure expectations, and to serve as a resource.

### 3.0 CAFÉ

The Center for Advancing Faculty Excellence (CAFÉ) at the University of Alaska Anchorage was established in the fall of 2000. It is dedicated to enhancing a university culture that values and rewards excellence in teaching, research, creative activity, service and community engagement. CAFÉ offers a wide spectrum of workshops; assistance to faculty in areas of teaching excellence; research; assessment; civic engagement; classroom success and student retention; and special support for new and adjunct faculty, etc. Additional information about the center can be accessed at <http://cafe.uaa.alaska.edu>





# Appendices

## Appendix A: Peer Review Criteria and Guidelines

This document is to be used in conjunction with the University of Alaska Board of Regents' Policies, the University of Alaska Anchorage Policies and Procedures relating to Appointment, Review, Promotion, Tenure, and the collective bargaining agreements. If there is a conflict between the College of Education document and the policies or the contracts, the policies and contracts will prevail.

Approved by the College of Education Tenured and Tenure-Track Faculty, February 7, 2003.

Approved by the Provost James P. Chapman      October 1, 2003

### **PART I - PHILOSOPHY AND PURPOSE OF FACULTY REVIEW      P01.00.00**

Mission statements of the University of Alaska Anchorage and the College of Education focus on professional development that includes a constructive faculty review process. The purpose of the College of Education (COE) *Criteria and Guidelines* document is to ensure that peer reviews are carried out in a fair and equitable manner and that the standards/criteria are consistently and equally applied to each candidate under review. The review procedures were developed with the basic assumption that all eligible faculty will be tenured and promoted when requirements for such advancement have been satisfied.

Faculty are annually reviewed for participation in and contribution to the specific mission of the College of Education. The *Criteria and Guidelines* provides a process for each faculty member to present her/his particular accomplishments for review when applying for retention, periodic review, tenure, or promotion.

### **PART II - THE REVIEW PROCESS      P02.00.00**

A. Order of the review process:

1. COE faculty at the Anchorage Campus
  - a) Department Chair
  - b) COE Peer Review Committee
  - c) Dean of COE
  - d) University-wide Faculty Evaluation Committee
  - e) Provost
  - f) Chancellor
2. COE faculty at Community Campuses:
  - a) Campus Director/President
  - b) Department Chair
  - c) COE Peer Review Committee
  - d) Dean of COE
  - e) University-wide Faculty Evaluation Committee
  - f) Provost
  - g) Chancellor

B. The Peer Review Committee:

The COE Peer Review Committee is charged with the responsibility of recommending appropriate modifications of the COE Peer Review Criteria and Guidelines to the dean and tenured and tenure-track faculty members of COE.

### **PART III - GUIDELINES FOR EVALUATING TEACHING, SERVICE, RESEARCH AND CREATIVE ACTIVITY**

**P03.00.00**

**Chapter I – Introduction****P03.01.00**

College of Education faculty are appointed to either tripartite or bipartite workloads. The basic role of the tripartite COE faculty is to perform instruction (teaching), service, and research/creative/scholarly activity. The basic role of the bipartite faculty is to perform instruction (teaching) and service.

The burden of providing evidence that demonstrates success as a basis for awarding tenure or promotion rests with the candidate. The candidate should provide an accompanying narrative (Self Review) that discusses the scope, accountabilities, and achievements and provides reviewers aid in evaluating the degree of success for each undertaking submitted for review. In arriving at judgments about the quality of the candidate's teaching, service, and research/creative activities, evaluators review evidence from varied sources supplied by the candidate's file. The most reliable and valid indicators of effectiveness may vary with the nature of the individual's assignment. The candidate is expected to present a file organized according to college and university guidelines, including documentation of teaching, service, and research. The organization of the file should contribute to easy viewing and consideration of the contents, as well as to overall readability.

**Required Evidence Submitted by the Faculty Member****P03.01.01**

The faculty member must submit in the file all evidence listed in current UAA policy, the applicable collective bargaining agreement, and as specified below. In selecting the evidence for her/his file, a faculty member should include only items relevant to the period under review. This evidence should be organized carefully to assist reviewers in their task.

The overall evaluation of a faculty member requires careful consideration by reviewers of the member's total effort over the evaluation period. Reviewers must be sensitive to the faculty member's contribution to the mission of UAA, the College of Education, and the goals of her or his department or discipline.

**A. The following evidence is required:**

1. A syllabus for each course included in formal instruction as defined below. If the course content guide has not changed substantially, the syllabus may be the most current document. Significant changes must be documented by including all representative syllabi.
2. UAA-administered student course evaluation summaries for each course for each year included in formal instruction as defined below.
3. All faculty workload forms for the period under review. These must be signed and dated by all parties specified on the form.
4. All annual activity reports for the period under review. These must be signed and dated by all parties specified on the form.
5. A Self-Review narrative, including objectives for the current year.
6. For non-tenured faculty, copies of all past reviews; for tenured faculty, a copy of the last review (other reviews being made available upon request).
7. A current vita.
8. Verification of certificates, licenses, and degrees.

Note: The evaluation file for faculty members who are candidates for promotion and/or tenure is cumulative for the review period and must in addition include:

1. Further documentation of research/creative/scholarly activity, instruction, and service corresponding to applicable workload agreements.
2. Letters of recommendation.
3. Copies of all review files since initial appointment for tenure review and/or copies of all review files since previous promotions or initial appointment, whichever applies.

The candidate must demonstrate through the promotion file that each element of the workload meets the relevant specified criteria for the appropriate rank ("potential for success," "successful," or "exemplary"). Evaluation of faculty for promotion will be in accordance with Board of Regents' policy and UAA's

policies and procedures. Following the recommendations of the faculty, the Chancellor may promote faculty for whom promotion would be consistent with institutional need and mission.

### **Responsibilities of Peer Review Committee Members**

**P03.01.02**

COE Peer Review Committee Members are expected to adhere to the highest level of professional ethics and standards.

### **Guidelines for Determining Faculty Workloads**

**P03.01.03**

The faculty member's workload is determined by the faculty member's dean in consultation with the department chair and faculty member. The signed workload agreement is included in the evaluation file. The workload agreement indicates the activities that the evaluators will examine and the weight these activities will be given in the evaluation. Faculty workload assignments at UAA may vary to reflect the conventions of the various academic units, extramural support, administrative responsibilities, and special University assignments.

The COE faculty workload may consist of three parts: teaching, research, and service. Faculty members will be responsible for 30 workload units per academic year. Workload is defined as the activities a faculty member will be required to perform to meet the requirements of a contract. The determination of the faculty member's workload is considered a substantive academic judgment.

## **Chapter 11 - Review of Teaching Activities**

**P03.02.00**

### **Definition of Teaching**

**P03.02.01**

Teaching, as currently defined in personnel policy, includes instruction both in and out of the classroom, on and off campus.

The components of instruction may include but are not limited to the following:

#### **A. Formal Teaching**

Formal classroom teaching includes any courses for which university credit is given, the number of student contact hours is defined, and a UAA-approved course evaluation is required. In addition to traditional courses, formal instruction as defined here may include:

1. Independent and directed study courses.
2. Supervision of student teachers, interns, or practicum students.
3. Non-traditional teaching activity such as co-teaching or serving as lead teacher for an instructional team, distance delivery, laboratory-based instruction and coordination.

#### **B. Informal Teaching**

Informal teaching activities provide significant support for students and programs and represent valuable contributions to the work of the College. These activities may be reflected in a faculty member's workload agreement as credit for teaching. Informal teaching may include, but is not limited to, the following:

1. Individualized instruction/tutoring.
2. Non-credit courses offered through the university.
3. Training, workshops or other professional development activities.
4. Student advising.
5. Program direction of graduate degree candidates and service on graduate committees
6. Supervision of individual research.
7. Program and curriculum development.
8. Course development and revision.
9. Development of distance education courses.
10. Instructional materials development, including laboratory manuals and media presentations.

11. Other teaching experiences, such as short courses or guest lectures.
12. Program direction of non-traditional credit.
13. Supervision of adjunct faculty that includes their professional development.
14. Promoting authentic research by undergraduate students.

### **Documentation of Teaching Activities**

**P03.02.02**

1. The materials assembled by the faculty member should reflect instructional activities during the appropriate evaluation period. Faculty are encouraged to provide more than the required materials.
2. Following are examples of materials that might be included. The list is not exhaustive, nor is it expected that faculty will accomplish all items. The list is not a set of criteria, nor is it weighted. The list is illustrative and intended to serve as a guide for faculty and faculty evaluators.
  1. A list of classes taught during the review period and, if appropriate, comments on special class feature.
  2. A list of manuals or other instructional materials which the faculty member has authored or prepared.
  3. Documentation of an innovative technique or teaching method of special merit.
  4. Evaluation of teaching by colleagues.
  5. Curriculum development and program planning activities.
  6. Documentation of new course preparations.
  7. Documentation of extensive course revisions.
  8. Awards or other teaching recognitions.
  9. Program evaluation reports that speak to the faculty member's teaching.
  10. Evaluation of past students by standardized tests, by colleagues in subsequent courses, or by other data related to the period under review
  11. Awards or recognitions received by past students.
  12. Evidence demonstrating the creation of student interest and involvement.
  13. Course evaluation procedures carried out by the faculty member.
  14. Other evidence the faculty member believes is relevant to the evaluation of her or his teaching, along with a concise statement describing what the material shows about teaching effectiveness.

### **Chapter III - Review of Service Activities**

**P03.03.00**

#### **Definition of Service**

**P03.03.01**

Each COE faculty member is required to provide service to the university, the community, and the profession. Service is a contractual obligation and should be judged and evaluated with the same level of scrutiny and interest as teaching and research/creative/scholarly activity.

In addition to service at the College and University levels, COE faculty are required by the particular demands of a professional college to be involved in community service (local, state, national, and international) in many different capacities: curriculum revision, consulting, professional development, committee membership, board membership and task forces, among others.

#### **A. Service to the University**

Service to the university will vary among faculty, but each member is expected to perform some service to the University. That service may include the following activities. The list is not exhaustive, nor is it expected that faculty will serve at all levels.

1. Program or department service in support of collaboratively established goals.
2. College service includes activities which support the College's goals such as committee memberships, chairing a committee, program development proposal and report writing, self study reports and other accreditation matters.
3. University service includes work on University committees, such as those created by the Faculty Senate or Chancellor, leadership on University committees, or non-committee contributions.

4. Statewide University service includes committee membership and other activities for the University of Alaska system.

#### B. Service to the Profession

Compensated Professional Service consists of professional activity or consulting not included in her/his Workload Agreement for which a faculty member receives remuneration. Consulting service should be listed separately from uncompensated professional community service as described below. Employees must disclose to the campus ethics representative any work performed outside their university employment.

Uncompensated Professional Service consists of contributions to one's profession such as work in organized activities of the faculty member's discipline. This includes membership, leadership, and participation in professional societies, associations, conferences, meetings, and evaluations or reviews.

#### C. Service to the Community

Professional Community Service is the rendering of professional expertise to individuals and organizations outside the University but not including professional organizations. Community service is not limited to Anchorage. It includes individuals and organizations within the state and/or national and international communities. School districts and the Alaska Department of Education and Early Development are frequent recipients of community service from COE faculty. In order for community service activities to receive evaluation credit, they must be reflected on the workload agreement and be related to the faculty member's academic field or must be of such a nature as to use his/her professional knowledge or skill. The fact that a faculty member receives compensation for a service activity will not be a consideration in faculty evaluation.

### **Documentation of Service Activities**

**P03.03.02**

Faculty members are required to provide service in all three areas: university, professional, and community.

In documenting service, a candidate should provide evidence of both quantity and quality. For example, serving as a committee chairperson will usually be given more credit than serving as a member of the same committee. Serving on a standing committee that meets on a regular basis is generally given more credit than serving on an ad hoc committee that meets infrequently. Serving as an officer of a national association usually is given more credit than serving as an officer of a local association. More credit is given for service which involves a unique professional contribution than for routine, repeated service. For example, more credit may be given for serving as secretary of a local professional association the first year than for serving in that same position a fifth year.

Generally, service activity should be described concisely. The faculty member will list activities under the applicable three categories. This list must contain documentation of service, a brief description of the activity, and the level of effort provided. Letters, commendations, committee correspondence, proposals and other products may also be included as appropriate documentation.

### **Chapter IV - Review of Research/Creative Activities**

**P03.04.00**

#### **Definition of Research/Creative Activities**

**P03.04.01**

- A. COE tripartite faculty have responsibilities for research/creative/scholarly activities. Due to the professional nature of the College and the nature of the needs in Alaska, those activities will frequently be applied research/creative/scholarly activity in response to particular Alaska needs as well as traditional research and publication.

- B. Each tripartite College of Education faculty member is expected to be a scholar in his/her own field and to engage in research/creative activities, Research/creative/scholarly activity may support teaching but may not include those activities that are normally considered part of the teaching or service workload. Faculty are expected to demonstrate a balanced record of research and creative activity, which must include published work that is nationally available and has been reviewed by one's professional peers. Unless explicit statements governing the nature of creative activities have been adopted and approved by the academic unit and the administrative process, the standards in this document will guide the review process.
- C. Research/creative/scholarly activities may include, but are not limited to the following:
1. PreK-12 curriculum.
  2. Educational methods, materials, systems or processes.
  3. Tests or other evaluation instruments.
  4. Evaluation of educational programs or systems.
  5. Basic research which advances general knowledge in the faculty member's academic area.
  6. Applied research which has immediate practical application.
  7. Technology-related materials, such as software.

### **Documentation of Research/Creative Activities**

**P03.04.02**

- A. COE faculty members will include information summarizing their research/creative/scholarly activity over the review period. If the activity resulted in a product, that should be indicated. Examples of documentation include title pages, tables of contents, letters of verification, conference programs, etc. If research/creative/scholarly activity is underway but not completed, progress should be indicated. When the faculty member is engaged in a research/creative/scholarly activity with one or more persons, the faculty member's specific contribution should be delineated.
- B. The following list is not exhaustive, nor is it expected that faculty will accomplish all items. While the College of Education does not specify a number of publications within the review period, a faculty member is expected to provide evidence that her/his research/creative/scholarly activity is both ongoing and consistent with stated criteria for both quality and quantity.
- a. The list below is not a set of criteria, nor is it weighted. However, a product that has been refereed, or otherwise evaluated for quality by the faculty member's professional peers, will be viewed more positively than a product that lacks this level of scrutiny.
- C. Although types of activities are not weighted, the candidate should document the scope of the activity, the purpose and the expected outcome, the level of responsibility, the time frame, and any budget or monies attached to it. For example, involvement in a Title III (federal) grant proposal usually reflects a different level of contribution than involvement in a University of Alaska Anchorage Research/Travel grant. This list is illustrative and intended only to serve as a guide for faculty and faculty evaluators.
1. Public speaking
  2. Oral report
  3. Paper presentation
  4. Unpublished report
  5. Grant proposal
  6. Funded project report
  7. Monograph
  8. Journal article
  9. Book or book chapter
  10. Book or materials review
  11. Occasional paper
  12. Position paper

13. Conference proceeding
14. Working paper
15. Newspaper article
16. Electronic media or product

**PART IV - APPOINTMENT TO TENURE** **P04.00.00**

**Chapter I - Evaluation Guidelines** **P04.01.00**

Evaluation for tenure is to be based on the faculty member's entire academic career since appointment to tenure-track at UAA. A faculty member may request an evaluation for award of tenure during any year of service prior to and including the mandatory year specified at the time of initial appointment to tenure track. However, a faculty member must be reviewed for tenure in accordance with University and Board of Regents policies.

Annual evaluations are part of the consideration for tenure. The faculty member's overall contribution to the University and its mission, as well as worth to the University in serving the community, is to be considered.

**PART V - PROMOTION** **P05.00.00**

The minimum criteria for promotion are described in University of Alaska Anchorage policies.

**Chapter I - Evaluation Guidelines** **P05.01.00**

Evaluation for promotion is based on a faculty member's academic career at UAA since the faculty member's last promotion or initial appointment if there has been no promotion. The current and all previous annual evaluations during the review period are considered.

Annual evaluations are part of the consideration for promotion. The person's overall contributions to the University and its mission, as well as worth to the University in serving the community, are to be considered.

**Standards for Promotion** **P05.01.01**

Following are descriptions of expectations for faculty activities, which will guide the development of the candidate's professional goals. The descriptors will act as a general basis for decisions about promotion.

A. Assistant Professor

The key concept for promotion to Assistant Professor is "potential for success" where "success" means "resulted in a positive outcome." "Positive outcome" is defined as "demonstrated success in substantially meeting criteria as reflected in the file." The candidate must demonstrate through the promotion file that each workload component meets this requirement.

1. Teaching Criteria

Participates in the development, delivery, and evaluation of instructional assignments.

The following accomplishments are representative of "potential for success." The list is not exhaustive, nor is it expected that faculty will accomplish all items. Rather, the quality and quantity of accomplishments are expected to increase with time in rank. The list is not a set of criteria, nor is it weighted. The list is merely illustrative and should serve as a guide for faculty and faculty evaluators.

- a Develops effective teaching methods.
- b Receives positive student evaluations.

- c Documents contributions to course and curriculum development.
- d Provides instructional activities which demonstrate critical thinking and knowledge of the field.
- e Documents positive rapport with students.
- f Participates in course development appropriate to her/his area of expertise and to student need.
- g Provides academic advising, educational planning, vocation/career counseling on an individual or group basis.
- h Designs and teaches/facilitates credit/non-credit workshops, seminars, and short courses.
- i Designs and develops and/or evaluates materials to enhance the teaching process (i.e., planning sheets, degree formats).
- j Designs and delivers educational services to special student populations (e.g., Alaska Native, disabled, re-entry, economically disadvantaged, etc.)
- k Receives positive peer or administrator review of course preparation and performance.
- l Develops advising assessments, placement, development studies, etc. for incoming and continuing students.
- m Facilitates student cooperative education, internships, externships, or practicum programs.
- n Serves on committees (e.g., for master's degree students).

## 2. Service Criterion

Participates in planning and implementing professionally-related or academic programs, projects, and committee activities.

The following accomplishments are representative of "potential for success." The list is not exhaustive, nor is it expected that faculty will accomplish all items. Rather, the quality and quantity of accomplishments are expected to increase with time in rank. The list is not a set of criteria, nor is it weighted. The list is merely illustrative and should serve as a guide for faculty and faculty evaluators.

- a Serves on committees.
- b Provides service to PreK-12 schools or community agencies .
- c Advises student organizations.
- d Participates in the planning or implementing of professionally relevant special projects, programs, or curricular matters.
- e Contributes to the climate for growth of the University/College.
- f Gives presentations to community groups.
- g Develops instructional programs for a community group.
- h Earns commendation for service contributions from recognized source external to the University.
- i Serves on committees within a professional or community organization.
- j Works on unit accreditation.

## 3. Research/creative/scholarly activity Criteria

Has an identified area of research/creative activity interests. Demonstrates productivity in research and/or creative activity, individually and/or in collaboration with colleagues.

The following accomplishments are representative of "potential for success." The list is not exhaustive, nor is it expected that faculty will accomplish all items. Rather, the quality and quantity of accomplishments are expected to increase with time in rank. The list is not a set of criteria, nor is it weighted. The list is merely illustrative and should serve as a guide for faculty and faculty evaluators.

- a Researches in a defined area (pilot project or more advanced study); individual has command of literature and appropriate design and research methods for the area.
- b Reports ongoing or completed studies through presentations or products.
- c Provides critiques of research projects by peers and others that reflect competence.
- d Implements pilot projects or more advanced studies independently or in collaboration with

colleagues.

- e Participates in activities to develop research competencies (e.g., course work or as an assistant in an ongoing project conducted by others).
- f Seeks collegial input on the quality of her/his critical thinking, interest in inquiry, and writing.
- g Develops proposals to seek external funds.

## B. Associate Professor

The key concept for promotion to Associate Professor is "successful," which means that work "resulted in a positive outcome." The candidate must demonstrate through the promotion file that each workload component meets this requirement.

### 1. Teaching Criterion

Provides leadership and guidance regarding curriculum issues and in the development, delivery, and evaluation of educational activity.

The following accomplishments are representative of "successful" performance of the above criteria. The list is not exhaustive, nor is it expected that faculty will accomplish all items. Rather, the quality and quantity of accomplishments are expected to increase with time in rank. The list is not a set of criteria, nor is it weighted. The list is merely illustrative and should serve as a guide for faculty and faculty evaluators.

- a Colleagues recognize and seek out the expertise of this individual.
- b Receives positive student evaluations.
- c Serves as a resource to other faculty in advising students.
- d Demonstrates mature levels of critical thinking, and contributes knowledge to the field.
- e Demonstrates leadership in course and curriculum development activities.
- f Serves as a role model in providing academic advising, educational planning, vocation/career counseling on an individual or group basis.
- g Demonstrates leadership in designing and teaching/facilitating credit/non-credit workshops, seminars, and short courses.
- h Demonstrates leadership in designing and developing and/or evaluating materials that enhance the teaching and learning (i.e., planning sheets, degree formats, etc.).
- i Provides guidance and direction designing and delivering educational services to special student populations (i.e., Alaska Native, disabled, re-entry, economically disadvantaged, etc.).
- j Initiates course development appropriate to his/her area of expertise and to student need.
- k Provides leadership in student cooperative education, internships, externships, or practicum programs.
- l Mentors new faculty.
- m Provides technical assistance to other faculty, departments, schools and colleges, campuses, or the community.

### 2. Service Criterion

Demonstrates leadership in planning and implementing professionally related or academic programs, projects, and committee activities.

The following accomplishments are representative of "successful" performance of the above criteria. The list is not exhaustive, nor is it expected that faculty will accomplish all items. Rather, the quality and quantity of accomplishments are expected to increase with time in rank. The list is not a set of criteria, nor is it weighted. The list is merely illustrative and should serve as a guide for faculty and faculty evaluators.

- a Provides service to PreK-12 schools or community agencies.
- b Chairs or provides leadership on a University/College committee.
- c Serves as University/College representative to a community or regional organization.
- d Takes responsibility for development of junior faculty.
- e Develops an area of service that makes a recognizable impact on one of the missions of the University/College.
- f Carries out administrative responsibilities skillfully as documented by peers and supervisors.
- g Administers laboratories.
- h Supervises adjunct faculty, tutors, and student aides.
- i Provides leadership that generates a climate conducive to professional growth within the University/College.
- j Serves on a major University committee.
- k Serves as a University representative to a community, regional, or state organization.
- l Actively participates in professional organizations.

### 3. Research/creative/scholarly activity Criteria

Initiate, design, execute, and report original research independently or in collaboration with others. Provides consultative assistance related to research to faculty and/or other professionals. Expertise is recognized within the community, region, and state.

The following accomplishments are representative of "successful" performance of the above criteria. The list is not exhaustive, nor is it expected that faculty will accomplish all items. Rather, the quality and quantity of accomplishments are expected to increase with time in rank. The list is not a set of criteria, nor is it weighted. The list is merely illustrative and should serve as a guide for faculty and faculty evaluators.

- a Research is published in refereed journals or professionally recognized publications.
- b Reports research activities at regional and national meetings.
- c Research projects or program evaluation projects are actively developed and implemented.
- d Consultation on research is sought by faculty colleagues or others.
- e Authors chapter for book or entire book.
- f Proposals for external support are approved and/or funded.
- g Non-research manuscripts are published as monographs, book sections, books, or articles.
- h Gains reputation as an expert researcher.
- i Serves as guest editor of a journal issue.

### C. Professor

The key concept for promotion to Professor is "exemplary" performance. This means "serving as a positive model for others." Serving as a positive model for others is defined as 1) providing leadership and expertise in matters relating to education and curriculum; 2) demonstrating leadership and influence in developing directions and policies related to professional and academic organizations. The candidate must demonstrate through the promotion file that each workload component meets these requirements.

#### 1. Teaching Criterion

The faculty member provides leadership and expertise.

The following accomplishments are representative of "exemplary" performance of the above criteria. The list is not exhaustive, nor is it expected that faculty will accomplish all items. Rather, the quality and quantity of accomplishments are expected to increase with time in rank. The list is not a set of criteria, nor is it weighted. The list is merely illustrative and should serve as a guide for faculty and faculty evaluators.

- a Receives positive student evaluations.
- b Requested by agencies and individuals outside the University/College as a visiting lecturer or as a consultant in curriculum/program development.
- c Functions as an evaluator for other teaching agencies.
- d Serves as a leader in areas such as content, curriculum development, program planning, and assessment of teaching and learning.
- e Elective courses or course sections are well subscribed to or requested.
- f Receives recognition and honors for teaching excellence.
- g Teaching innovations, media, or testing materials widely used.
- h Widely recognized for expertise in his/her discipline area.
- i Colleagues document that their teaching has been facilitated by the candidate's role modeling or by active assistance.

## 2. Service Criterion

Demonstrates leadership and influence in developing directions and policies related to professional and academic organizations.

The following accomplishments are representative of "exemplary" performance of the above criteria. The list is not exhaustive, nor is it expected that faculty will accomplish all items. Rather, the quality and quantity of accomplishments are expected to increase with time in rank. The burden of evidence for demonstrating success before promotion to a higher rank rests with the candidate. For example, if a candidate has served as chair of a department, mere mention of the fact (or submission of an appointment letter) does not qualify as demonstration of *exemplary* service. A narrative with discussion of the scope, accountabilities, and achievements is necessary to aid reviewers in evaluating the *degree* of success for each undertaking submitted for review. The list is not a set of criteria, nor is it weighted. The list is merely illustrative and should serve as a guide for faculty and faculty evaluators.

- a Provides service to PreK-12 schools or community agencies.
- b Provide leadership in the undertakings of the University/College.
- c Represents the University/College at regional or national meetings.
- d Recognized for administrative expertise.
- e Evaluations by peers and colleagues across disciplines indicate effective leadership qualities.
- f Chairs or provides a leadership role on a major University committee.
- g Chairs and/or serves on special review groups, task forces, and policy-making bodies.
- h Recognized for leadership in regional and national organization(s).
- i Serves as a consultant to colleagues in her/his area of expertise at regional, state, and/or national level.
- j Chairs or coordinates department/program.
- k Mentors junior faculty.

## 3. Research/creative/scholarly activity Criteria

Initiate, design, execute, and report original research independently or in collaboration with others. Provides consultative assistance related to research to faculty and/or other professionals. Expertise is widely recognized. In keeping with the COE mission, faculty are encouraged to establish a national/international reputation built within their respective disciplines.

The following accomplishments are representative of "exemplary" performance of the above criteria. The list is not exhaustive, nor is it expected that faculty will accomplish all items. Rather, the quality and quantity of accomplishments are expected to increase with time in rank. The list is not a set of criteria, nor is it weighted. The list is merely illustrative and should serve as a guide for faculty and faculty evaluators.

- a Continued demonstration of productivity through publication in refereed professional journals or professionally recognized publications and/or presentations at national and international conferences.
- b Recognized by experts as a senior researcher in his/her areas of expertise.
- c Appointed to regional and national research review board(s) and committee(s).
- d Obtains significant external funding to support research interests.
- e Reputation for outstanding scholarship at local, regional, and national level.
- f Serves as editor or on editorial board for a professional journal.
- g Authors a book or book chapters.

## **Appendix B: Workload/Compensation for Master's Thesis/Project Advisement**

On November 17, 2004, the College of Education faculty approved the following Graduate Programs Committee recommendation on Workload/Compensation for Master's Thesis/Project Advisement

1. Master's thesis committee chairs will receive .5 credit of workload per 3 credit thesis/project enrollment per student (6 credit hours per academic year or 9 hours per calendar year). The faculty member and the department chair will determine in which semester (current or future) workload credit or overload payment will be awarded. To receive workload credit or overload payment, the assigned students must be registered for 698/699 or continuous enrollment.

The committee recognizes that workload agreements are established by the faculty member and the department chair with final approval by the dean. The committee is also cognizant of the dilemma for the department chair and dean of covering all needed courses while granting faculty workload credits for thesis advising. Thus, it will be up to the faculty member, chair and dean to determine the semester in which the workload agreement will reflect the thesis work.

**The department chair or designee will be responsible for creating a formal tracking system for use in assigning appropriate workload credit for faculty supervision of student projects including thesis and project advisement.**

## Appendix C: 500 Level Course Approval Process

### COE Professional and Continuing Education (PACE)

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#### Step 1: Internal and External Partners

The PACE curriculum coordinator works in collaboration with partner organizations and UAA faculty to create a course content guide.

#### Step 2: Professional and Continuing Education (PACE)

PACE compiles a course approval package (CAP) that includes:

- i. Curriculum Action Request (CAR) form  
Course Content Guide (CCG)
- ii. Instructor curriculum vitae or resume  
Resource Implication Form (RIF)
- iii. Course Coordination Form, if required\*

A course number is assigned by the PACE Enrollment Coordinator and entered into the College of Education CAR database. Then, as designated by the COE course and curriculum committee, the CAP is forwarded to a UAA faculty member with content expertise for review.

#### Step 3: Designated UAA Faculty

The faculty member reviews the CAP. If there are questions or changes requested, the CAP is returned to PACE for further development. After all requested changes have been completed and questions addressed, the CAP is returned to the faculty member for initiating signature.

#### Step 4: Dean of the College of Education

As the dean's designee, the associate dean reviews the CAP. If there are questions or changes requested, the CAP is returned to PACE for further development. After all requested changes have been completed and questions addressed, the CAP is returned to the associate dean for approving signature.

#### Step 5: Governance Office

After all necessary signatures are obtained, PACE forwards the CAR, RIF and CCG to the Governance office. The Governance office logs the course and then forwards the documents to the Curriculum office.

#### Step 6: Curriculum Office

The Curriculum office reviews the CAR and CCG. If there are questions or necessary changes, the Curriculum office and PACE work together to resolve any issues that occur. Finally, the course is entered into the Banner system for scheduling.

**\*When coordination is required, coordination packages consisting of Course Coordination Form, Curriculum Action Request (CAR), and Course Content Guide (CCG).**

## Appendix D: Academic Dispute Resolution Procedures

### PREAMBLE

Pursuant to UAA Board of Regents Policy 09.03.02.B.2 and University Regulation 09.03.02.b.2. (b), the document establishes the procedure to be followed in the resolution of disputes arising from academic decisions. Appropriate issues for these procedures include such things as alleged arbitrary and capricious assignment of a final grade, a grading error, or arbitrary and capricious dismissal from or denial of admission to an academic program. Grades assigned prior to the final grade are not subject to review under these procedures.

It is the intent of the College of Education (COE) and this document to preserve the procedural and substantive due process rights to which both students and faculty are entitled.

It is further the intent of the College that this document is interpreted to suit the needs of the particular situation. In all interpretations of this document, fairness for all parties involved, the dignity of individuals involved, and the integrity of the formal hearing process are maintained.

### DEFINITIONS

#### **Academic Decision Review Committee**

An academic decision review committee is an ad hoc committee. Faculty composition of an undergraduate review committee includes one faculty member from each of the departments in COE, and one non-voting faculty committee chair. If the academic decision being challenged is for a graduate course, the faculty appointed are those who teach graduate courses. These members are appointed by the COE dean or designee to formally review a contested final grade assignment or other academic decision.

The committee also includes a non-voting student representative who is currently enrolled in at least three credits in COE, is in good disciplinary standing, and has a cumulative GPA of 3.0 or higher. This student representative is appointed by the United Students of the University of Alaska Anchorage (USUAA) President from a list of students recommended by the COE dean or designee. If the academic decision being challenged is for a graduate course, the student committee member will be a COE graduate student.

#### **Arbitrary and Capricious Grading**

Arbitrary and capricious grading means the assignment of a final course grade on a basis other than performance in the course; the use of standards different from those applied to other students in the same course; or substantial, unreasonable, and/or unannounced departure from the course instructor's previously articulated standards or criteria. (See also "grading error.")

#### **Class Day**

A class day is any day of university-scheduled instruction, excluding Saturday and Sunday, included on the academic calendar in effect at the time of the review. Contingency and final examination days are counted as class days. A class day does not refer to only those two or three days of the week that a class is normally held.

#### **Final Grade**

The final grade is the grade assigned for the course upon its completion. Grades assigned prior to the final grade are not subject to review under these procedures.

#### **Grading Error**

A grading error is a mathematical miscalculation of a final grade or an inaccurate recording of the final grade. (See also "arbitrary and capricious grading.")

### **Next Regular Semester**

The next regular semester is the fall or spring semester following that in which the disputed academic decision was made. The fall semester is the next regular semester for a final grade issued the previous spring semester or summer session. The spring semester is the next regular semester for an academic decision made during the previous fall semester.

## **REVIEW PROCEDURES FOR DISPUTES REGARDING ALLEGATIONS OF ARBITRARY AND CAPRICIOUS GRADING OR GRADING ERROR**

### **Informal Resolution Procedures**

Students may challenge a final grade on the basis of alleged arbitrariness and capriciousness or grading error. Final grades can affect such things as eligibility for financial aid, team membership, and entrance to or continuity in academic programs. The informal resolution procedures for final grade disputes are divided into two phases: *Resolution with Course Instructor* and *Resolution with Chair of the Department*.

#### **Resolution with Course Instructor**

1. When possible, students are expected first to submit a written request for an informal resolution of a final grade with the course instructor. This process must be initiated by the 15<sup>th</sup> class day of the next regular semester at UAA. The instructor must respond in writing to the request within five (5) class days of receipt.
2. If it is the instructor's decision to change the final grade, the instructor must initiate the change within five (5) class days of the decision.

#### **Resolution with Chair of the Department**

1. If the instructor does not change the grade and the student's concerns remain unresolved, the student may then notify in writing the department chair responsible for the course. Within five (5) class days of the student's written notification, the department chair must either resolve the issue with the instructor or inform the student in writing of the process to formally appeal the final grade.
2. If the instructor is no longer an employee or is otherwise not available, the student must contact in writing the department chair responsible for the course by the 15<sup>th</sup> class day of the next regular semester. The department chair must attempt to contact the instructor to help resolve the issue. If contact is not possible, the department chair must inform the student in writing of the formal appeal process within five (5) class days of the student's request.

If the student's concerns still remain unresolved after this informal procedure, the student may request a formal review.

### **Formal Hearing Procedures**

The formal hearing procedure for the Academic Decision Review Committee is divided into three phases: *Prehearing*, *Hearing*, and *Posthearing*. The dean or designee may permit extensions of time based on a written request.

#### **Prehearing Phase**

1. By the 20<sup>th</sup> class day of the next regular semester or within five (5) class days of receipt of notification of the formal hearing procedure from the department chair, the student must provide the dean or designee a signed, written petition for a formal review. This petition must include a description of the circumstances on which the request for review is based.

2. The dean or a designee appoints an Academic Decision Review Committee and forwards the student's petition to the Committee Chair.
3. The Committee Chair convenes an initial meeting within 10 class days of receipt of the student's petition.
4. At the initial meeting, the Committee does not entertain witnesses, hear testimony, or consider anything other than that already submitted by the student in the petition for a formal hearing. The faculty member and student are not present.
5. At the initial meeting, the Committee determines whether the student's petition for a formal hearing addresses an alleged arbitrary and capricious grading decision or grading error.
  - a. If on initial review the Committee determines that the facts presented by the student and without considering rebuttable evidence might constitute arbitrary or capricious grading or a grading error, then a formal hearing must be conducted. Go to step 6.
  - b. If on initial review the committee determines that the facts as presented by the student, whether true or not, do not constitute arbitrary or capricious or erroneous grading, then no formal hearing is scheduled and the student, instructor, department, chair and the dean are notified of the decision. The Committee provides this decision in writing to the student, the course instructor, the department chair, and the dean or designee within five (5) class days of the decision. This decision will constitute the final decision of the University.
6. Within five (5) class days of the decision to proceed to a Formal Hearing, the Committee Chair, in cooperation with the Committee members, the student, the course instructor, and the dean or designee, sets a time and place for the hearing. The hearing takes place within fifteen (15) class days of the decision to proceed to a Formal Hearing. The student and instructor are notified in writing at least 3 class days in advance of the time, place, and process to be followed.

### **Hearing Phase**

#### **Access to Hearing**

1. Pursuant to Regents' Policy 09.03.04, the Formal Hearing proceedings normally are closed. Requests for an open proceeding must be made by a party at least five (5) class days prior to the start of the proceeding. Such requests are granted to the extent allowed by law unless the Chair determines that all or part of a proceeding should be closed based upon considerations of fairness, justice, and other relevant factors.
2. Either party may choose an advisor (a friend or colleague who supports and counsels) to be present at all times during the Formal Hearing proceedings. However, the advisor may not speak on behalf of the party.
3. Witnesses, but not the parties and their advisors, may be excluded from the hearing except during their testimony.

#### **Procedures During the Hearing**

The College of Education has established the following procedures for conducting the formal hearing.

1. Chair calls the meeting to order.
2. Chair makes the following announcements:
  - a. This hearing is conducted under College of Education guidelines for a fundamentally fair hearing. The purpose of the hearing is to determine whether the academic decision under dispute

- constituted an arbitrary and capricious academic decision or a grading error, and, if so, what remedy is appropriate.
- b. The people present at this hearing include Chair, committee members, student, course instructor, witnesses, etc.
  - c. As the petitioner to the hearing, the student bears the responsibility of demonstrating that the academic decision in question was the product of an arbitrary and capricious decision or a grading error. The Committee determines whether or not a preponderance of evidence of an arbitrary and capricious academic decision or a grading error has been established.
  - d. The Committee is flexible in receiving evidence but entertains arguments as to why questionable evidence should not be taken into consideration.
  - e. The Committee assumes that all testimony given by all parties to this hearing constitutes the truth, the whole truth, and nothing but the truth. (The Chair may wish to remind witnesses of this prior to their testimony.)
3. Students make an opening statement (not to exceed 10 minutes).
    - a. What the student intends to demonstrate (e.g., what happened).
    - b. The manner in which the student intends to demonstrate the case (e.g., evidence and arguments).
  4. Course instructor may make an opening statement (not to exceed 10 minutes).
    - a. What the course instructor intends to demonstrate (e.g., what happened).
    - b. The manner in which the course instructor intends to demonstrate the case (e.g., evidence and/or testimony).
  5. Student presents evidence and witnesses.
    - a. Questions by course instructor (based on evidence, witness statements, and testimony presented) through the Chair.
    - b. Questions by Committee members (based on evidence, witness statements, and testimony presented.)
  6. Course instructor may present evidence and witnesses.
    - a. Questions by student (based on evidence, witness statements, and testimony presented) through the Chair.
    - b. Questions by Committee members (based on evidence, witness statements, and testimony presented).
  7. Chair may recall a witness to testify on specific issues:
    - a. At the request of either party.
    - b. At the request of a Committee member
  8. Closing statements, if any (not to exceed 10 minutes).
    - a. By the course instructor (no questioning by Committee or participants).
    - b. By the student (no questioning by Committee or participants).
  9. Adjournment of hearing.

### **Posthearing Phase**

1. Following the hearing, the Committee immediately begins deliberation. The deliberation of the Committee is in a session closed to the public, all parties, and their advisors.
2. The Committee's deliberation results in one of the following outcomes:
  - a. The student's request for a grade change is denied.
  - b. The student's request for a grade change is upheld. If the course instructor is available, the Committee requests that the course instructor change the grade. The course instructor must initiate that process within five (5) days. If the course instructor is unavailable or unwilling to change the grade, the Committee informs the dean or designee who initiates that process.
3. All decisions of the Committee must be provided in writing to the student, the course instructor, and the dean or designee within ten (10) class days after the hearing. Unless the dean or designee has authorized an extension, disputes concerning final grades must be completed by the end of the next regular semester following the assignment of the grade.
4. The decision of the Committee regarding the disputes arising from alleged arbitrary and capricious grading or grading error constitutes the final decision of the University of Alaska Anchorage and the University of Alaska.
5. The Committee deliberations and final decisions are confidential.

### **REVIEW PROCEDURES FOR DISPUTES REGARDING DENIAL OF ADMISSION TO OR DISMISSAL FROM A PROGRAM FOR ACADEMIC REASONS**

Review procedures for disputes of denial of admission to or dismissal from College of Education programs for academic reasons follow the same basic guidelines as procedures for final grade disputes. The time schedule outlined below stipulates maximum time periods, but the dean or designee may grant, in writing, extensions of time.

#### **Informal Resolution Procedures**

1. Students are encouraged to resolve informally the denial of admission to or dismissal from a program of study with the department chair responsible for the program. The request for resolution must be filed by the 15<sup>th</sup> class day of the next regular semester.
2. If the issue cannot be resolved informally, the department chair must inform the student in writing of the process to formally appeal the academic action within five (5) class days of the student's initial request.

#### **Formal Hearing Procedures**

1. The student must file a request for a formal hearing in writing to the COE dean or designee by the 20<sup>th</sup> class day of the next regular semester or within five (5) class days of receipt of the department chair's notification of the process for filing a formal review.
2. Formal reviews of academic decisions are conducted by an academic decision review committee and follow the same process as final grade disputes. (See Hearing Phase.)
3. The committee chair provides written findings and recommendations on the matter to the student and dean or designee. The student is given an opportunity to respond in writing to the dean or designee.

The student's response must be received within seven (7) class days of when the findings and recommendations were sent.

4. The dean or designee reviews the committee's findings and recommendations and the student's response in order to make a decision. The dean or designee's decision constitutes the final decision of the university and is provided in writing to the committee, the chair of the department, and the student.
5. The Provost makes the final decision of the University if the dean or designee is the person who made the academic decision under review.
6. Unless the dean or designee has authorized an extension, disputes concerning academic decisions must be completed by the end of the next regular semester following the decision.

#### **OTHER ACADEMIC DECISIONS**

Review procedures for all other academic decisions are outlined in the UAA Catalog or student handbook.

(Adapted from the UAA College of Arts and Sciences procedures and the UAA Student Handbook)

## **Appendix E: Alaska Educational Innovations Network**

### **Description**

The five-year Teacher Quality Enhancement grant is from the US Department of Education that was awarded in 2004 is funded at \$9.3 million. The six major project initiatives include:

- Mentoring and induction
- Networking and collaboration
- Effective teacher education
- High Quality professional development
- Shared leadership
- Culturally responsive teaching & Learning

### **Goals**

- Build strong teaching and learning communities within and across schools and districts in AEIN that lead to improved instructional practices and raise student achievement.
- Develop AEIN Communities of Practice that link PreK-12 teachers, principals, other district personnel, and university faculty across schools and districts to focus on and develop expertise in specific domains of knowledge, such as academic content areas, special education, bilingual/ELL, and mentoring.
- Develop state-of-the-art, technology-supported, distance-delivery formats for pre-service and in-service professional development to ensure that teachers meet requirements for being 'highly qualified' regardless of residence location in Alaska.
- Develop instructional leadership capacity for teachers and principals to support standards-based practices within AEIN schools.
- Develop a network-based induction and mentoring program that spans the career arc for teachers and rural principals.
- Provide rural-urban exchange experiences for pre-service candidates and university and PreK-12 school faculty within the network.

### **Partners**

Consortium that includes the following:

- UAA College of Education
- UAA College of Arts and Sciences
- Kenai Peninsula College
- Kodiak College
- Matanuska-Susitna College
- Anchorage Education Association
- National Education Association-Alaska
- Following the Leaders
- General Communications, Inc
- Anchorage School District
- Matanuska-Susitna Borough School District
- Kashunamiut School District
- Lower Kuskokwim School District
- Kodiak Island Borough School District
- Yupiit School District
- Lake and Peninsula School District
- Pribilof School District

The eight partner school districts represent 185 (38%) of the Alaska's 488 schools and 79,912 students, including 54% of the total PrePreK-12 student population, and approximately 40% of Alaska's PrePreK-12 Native students.

## Appendix F: NCATE Definitions

Clinical Faculty: A special category reserved for practitioners in educational settings (Adapted from page 42 of the UAA Faculty Handbook).

Convention: A meeting consisting of Administrative, Faculty, and Staff Assemblies.

Professional Education Faculty (PEF): Any faculty member who teaches one or more courses or supervises field experience, or serves in an administrative capacity in the Teacher Education Program in an academic year.

Teacher Education Council (TEC): The advisory and recommending board for the PEF. The elected College representatives on this committee must be full-time, tenure-track faculty with one or more courses in the College of Education. Potential members may include the following:

- Dean of College of Education (*Ex officio*)
- College of Education Associate Dean of Student Affairs and Curriculum (*Ex officio*)
- Director of Clinical Services and Certification (*Ex officio*)
- Department Chairs
  - Educational Leadership
  - Counseling and Special Education
  - Teaching and Learning

- Community and Technical College: 1
- Dean of the College of Arts and Sciences or designee (*Ex officio*)
- Liberal Studies: 1
- MAT Program Areas: 3
- Student Representative: 1 (one-year appointment)
- Public School Representatives: 2

Unit Head: The Dean of the College of Education. This individual is designated officially to provide leadership for the Unit with the authority and responsibility for its overall administration and operation.

Unit: The administrative body with the responsibility for managing or coordinating all programs offered for the initial and continuing preparation of teachers and other school personnel regardless of where these programs are housed administratively. Also known as the “professional education unit.”

## **APPENDIX G: DIVERSITY STATEMENT**

COE Diversity Statement  
Revised Draft (12/13/04)

The College of Education is situated within a university community that is committed to diversity, as evidenced by the University of Alaska Anchorage diversity statement:

With freedom of speech being at our core, UAA strives to create an inclusive respectful campus community that promotes and embraces our individual differences. We are united in our belief that diversity includes understanding and respecting differences in ideas, religion, gender, ethnicity, race, sexual orientation, disability, age, and socioeconomic status. We celebrate diversity in all of our educational and employment endeavors [http://diversity.uaa.alaska.edu/about\\_us.htm](http://diversity.uaa.alaska.edu/about_us.htm)

The College of Education is dedicated to preparing teachers and other school personnel to work in changing educational contexts throughout Alaska and the United States. This commitment is evidenced by curricula, field experiences, and internships that facilitate candidates' demonstration of knowledge, skills, and dispositions related to inclusiveness and equity.

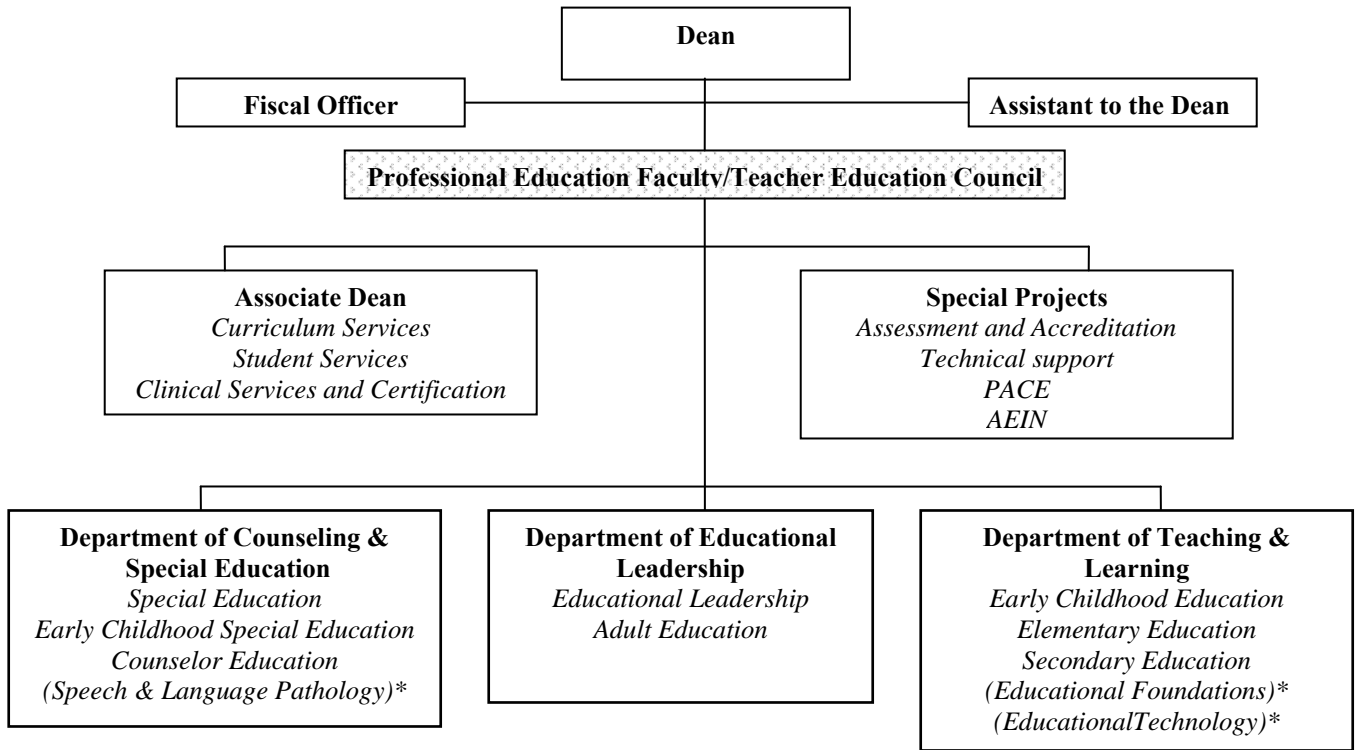
The College's mission and core values provide clear evidence of the intent to honor diversity in daily life, curricula, and internships. As such, the College of Education strives to create an inclusive community that is known for equitable access, opportunity, and treatment of all members.

# Addenda

# Section I: College of Education Organization

## Addendum I: Administrative Structure

### COLLEGE OF EDUCATION ORGANIZATIONAL CHART



\* indicates support coursework, not programs

## **Addendum II: College Personnel – Position Descriptions**

### **Dean**

The dean is the chief administrative officer of the College and the public relations link between the COE and internal and external communities. The public relations role of the dean encompasses the responsibilities related to the interface between the COE and the UA system, as well as numerous external professional, educational, and governmental organizations.

### **Associate Dean for Student and Curriculum Affairs**

The associate dean is responsible for the overall direction of the College's student services, advising, and curriculum processes. The associate dean provides leadership for the College in the areas of curriculum, program admission and exit, and teacher certification.

### **Fiscal Officer**

The fiscal officer supervises and manages the College's fiscal operations, including budget analysis, forecasting and long-range planning, and integrating college objectives with fiscal management to achieve the college goals. In addition, the fiscal officer reviews and interprets college grant and contract activities, coordinates and supervises departmental and programmatic fiscal activities, and supervises and manages human resource/cost center fiscal activities.

### **Department Chairs**

The fundamental responsibilities of a department chair are (1) to represent the department to the Office of the Dean in all matters pertinent to the operation and well-being of the department students, personnel, budget, equipment needs, space allocation, accreditation, class scheduling, public relations, and, most importantly, all areas of academic program activity appropriate to administrative, not faculty, governance, and (2) to manage the department's affairs in accordance with the best interests of the department, the College, and the University.

### **Faculty**

#### **Appointment with Tenure**

Tenure denotes the status of holding a nine-month appointment on a continuing basis. Such appointments will be renewed annually unless terminated as provided by the terms of the negotiated union agreement. Refer to Article 9.11 Faculty Appointment at <http://www.unitedacademics.net> for the most current CBA. A tenured appointment may be made at no less than 50 percent of full-time status.

#### **Tenure Track Appointment**

A tenure track appointment is one that leads to eligibility for consideration for appointment with tenure. Refer to Article 9.12 Tenure Track Appointment at <http://www.unitedacademics.net> for the most current CBA.

#### **Non-tenure Track Term Appointment**

A non-tenure track term appointment may be made at no less than 50 percent, of full-time status, for a specific length of time. Refer to Article 9.13 Non-Tenure Track Appointment at <http://www.unitedacademics.net> for the most current CBA.

#### **Clinical Faculty**

Clinical faculty are highly qualified individuals who serve the College of Education by teaching, working as school liaisons, coordinating short-term projects, or assisting COE in other ways. Clinical faculty may be full- or part-time and hold short-term or long-term appointments.

#### **Adjunct Faculty**

The University recognizes United Academic adjuncts as the sole and exclusive representative for the members of the bargaining unit described below:

All adjunct faculty in the following ranks: Instructor, Lecturer, Assistant Professor, Associate Professor, Professor; Research Assistant Professor, Research Associate Professor, Research Professor; Visiting Instructor, Visiting Lecturer, Visiting Assistant Professor, Visiting Associate Professor, Visiting Professor. For purposes of this Agreement, “adjunct faculty” are faculty employed by the University of Alaska whose exclusive professional appointment is up to and including 15 credit hours (as defined in University Regulation 10.04.09) of teaching or equivalent effort in an academic year or whose exclusive professional appointment is at least 10 but no more than 19 hours per week of instructional activity in a traditional classroom program for periods at least a semester or equivalent in length. Refer to <http://www.unitedacademics.net> for the most current CBA.

### **Assistant to Dean**

The Assistant to Dean provides comprehensive daily administrative, project and secretarial support to the dean while maintaining protocol and handling detailed and sensitive information. Responsibilities include assisting the dean with all faculty and staff issues, College objectives and long-range planning, serving as an authoritative source of knowledge in the College.

### **Assistant to the Associate Dean**

The Assistant to the Associate Dean provides comprehensive daily administrative, project and secretarial support to the associate deans while maintaining protocol and handling detailed and sensitive information. Responsibilities include assisting the associate dean with matters related to students, curriculum, accreditation, and assessment.

### **Data Manager**

The data manager organizes, administers, and coordinates data research initiatives for the College. The data manager works with college personnel to gather, secure, maintain, ensure accuracy of, and provide appropriate access to COE data collections in accordance with UAA policy, regulation, and procedures. The data manager performs research and analysis as necessary to support College advising, assessment, and accreditation activities.

### **Director of Clinical Services and Certification**

The Director of Clinical Services and Certification is responsible for developing and maintaining partnerships with PreK-12 schools, CAS and other partners, in order to facilitate high quality clinical experiences for candidates. The director makes institutional recommendations for teacher licensure and works with COE faculty to enhance practica experiences associated with various programs. The director is responsible for arrangement and assessment of practica.

### **Assistant Coordinator of Student Services and Teacher Certification**

The Assistant Coordinator of Student Services and Teacher Certification is responsible for overseeing the day-to-day operations of the Student Services Office, which includes maintenance and management of all student records and working with students who encountering problems with admission, registration, and academic disputes. In addition, the Assistant provides administrative assistant support to the Director of Clinical Services and Certification, oversees the preparation of Institutional Recommendations for the Certification Officer’s signature, assists the dean’s office with special reports related to student records, and oversees the Comprehensive Exams.

### **Administrative Assistants**

The Administrative Assistants provide comprehensive administrative and secretarial support to the College of Education department chair(s) and act as office manager for the department(s). Additionally, the administrative assistants provide support to the department faculty and act as the initial point of contact to provide information to students and the general public.

### **Academic Success Coordinator**

The Academic Success Coordinator provides academic guidance and coordinates student success and retention efforts across the COE. The individual serves as liaison to the UAA Advising and Testing Office and CAS, as

well as KPC, Mat-Su and other community campuses affiliated with UAA, and maintains confidential, accurate and up-to-date student records in the College's student database.

**Enrollment Coordinator for the Office of Professional and Continuing Education (PACE)**

The Enrollment Coordinator serves as the PACE registrar, coordinating and tracking the enrollments of PACE students. In addition, the Enrollment Coordinator handles all accounting related to the courses; provides student and faculty support; manages a database for institutional research; and serves as the liaison between students, faculty, UAA student support departments, and external organizations.

**Coordinator of Professional Programs (PACE)**

The Coordinator of Professional Programs is responsible for curriculum and instructional program development, design, and implementation; public relations, partnerships, and liaisons with others; and negotiations (financial, scheduling, and logistics) related to special programs.

## **Section II: Assembly**

### **ADDENDUM III: COE General Assembly**

#### **Article I Purpose/Charge**

The College of Education, University of Alaska Anchorage, honors the strength of all members through collaborative partnerships. The college General Assembly ensures parity among members and collaborative decision making by developing common goals attained by assuring individual contributions, joint responsibility, and mutual accountability.

#### ***General Assembly Description***

The General Assembly shall be the representative body of the College across the University of Alaska. The General Assembly shall establish standing committees with membership, powers and duties as described in the Bylaws of the college. The goal shall be to review, support, and initiate the conceptual framework of the College of Education.

#### **Article II Members and Voting**

All personnel working within the College of Education comprise the General Assembly. The determination of eligible voters and a quorum will be defined according to the scope of each question, motion, or action. At the beginning of each academic year the SRP will compile an official list of faculty (including rank), staff, and other COE personnel to assist in defining who may be eligible to vote on each question, motion, or action. Voting may occur face-to-face or in a virtual environment.

#### **Article III Responsibilities and Duties**

##### ***Responsibilities of the General Assembly Members***

Members' responsibilities include, but are not limited to, attending General Assembly meetings, service on committees, boards, councils, assemblies, and caucuses, and establishing policies and procedures within the Assembly's purview.

##### ***Responsibilities of the General Assembly Chair***

The Dean of the College of Education shall serve as the General Assembly Chair. The General Assembly Chair's duties will include, but are not limited to, setting the agenda for and facilitating General Assembly meetings, developing documents with assistance from General Assembly members, and representing the General Assembly at College meetings and University functions. The General Assembly Chair will appoint an acting chair to serve in his or her absence.

##### ***Responsibilities of the General Assembly Secretary***

The Assistant to the Dean shall act as General Assembly Secretary. The Secretary will record attendance of all participants of meetings and minutes of those meetings, prepare necessary documents, and perform other duties as requested by the General Assembly Chair or General Assembly members. The secretary is responsible for posting minutes and other documents to the appropriate folder on the X-drive and, if appropriate, the COE web page.

#### **Article IV Meetings**

The General Assembly shall have a meeting at least once a year and at such other times as the Dean deems appropriate or necessary. The Dean may call a meeting upon petition of any Assembly or Committee Chair. Notification of Assembly meetings must be distributed at least five regular

working days before the meeting, with a complete agenda distributed at least two regular working days prior to the meeting.

### **Emergency Meeting**

An emergency College meeting may be called by the dean or by three members of the Leadership Team. A minimum of one regular working day (twenty-four hours) notice of an emergency meeting must be distributed to the assembly. The agenda of such a meeting shall be limited to those items listed on the notice calling the meeting. For the purpose of notification of faculty meetings, regular working days are defined as contract days.

### **Article V Structure**

The structure of the General Assembly must conform to the requirements ratified by the College of Education and published in the COE Handbook. The General Assembly supports the work of the College and assists members in carrying out the Assembly charge. The General Assembly may create standing committees, boards and councils, and caucuses.

### **Article VI Parliamentary Authority**

The General Assembly will conduct all business in accordance with the procedures as specified in the College of Education Constitution.

### **Article VII Amendments**

Amendments to the General Assembly bylaws will be regulated by Part II Section VII of the College of Education Handbook.

## **ADDENDUM IV: Counseling and Special Education Department Assembly**

### **Article I. Purpose/Charge**

The Department of Counseling and Special Education (CASE) is one of four Charter Assemblies in the NCATE-accredited College of Education. The Assembly is charged with the following purposes and responsibilities:

- a. To problem solve department concerns, programs, and personnel.
- b. To foster closer cooperation and communication between members and programs within the department.
- c. To facilitate the interaction and professional development of members.
- d. To serve as a forum for member presentation and discussion of common concerns involving CASE Department matters.
- e. To serve as a liaison group between the membership and that of the COE Faculty and COE management.
- f. To provide a formal mechanism for communicating common concerns to appropriate COE or University officials.

### **CASE Description**

The Department of Counseling and Special Education (CASE) is one of three departments in the NCATE-accredited College of Education at the University of Alaska Anchorage and its associated community campuses. CASE personnel prepare and support educators in Counselor Education, Early Childhood Special Education, General Special Education, and Speech/Language Pathology, with a focus on the unique aspects of Alaska education. The department offers graduate-level degrees and/or certificates in Counselor Education, Early Childhood Special Education, and General Special Education.

We are dedicated to creating learning communities that advance the knowledge base on the unique needs of special learners, support the life-long education of professionals, embrace diversity, and serve the communities in which we live and work. We maintain a wide variety of partnerships and collaborations, promote innovative practices, and integrate meaningful assessment throughout our program.

CASE Assembly members will develop, implement, and support the policies and programs of the Department or the charge of the CASE Assembly. Members will support students, programs, and faculty members; promote public relations; and insure the efficient functioning of the Department, and/or College.

### **Article II. Members and Voting**

- A. The CASE Assembly includes all faculty, staff, administrators, and adjuncts who work within the Department, or who carry out the CASE Assembly charge. All members have a full voice in Assembly discussions and may propose items for meeting agendas.
- B. Eligible voters are term, tenure, and tenure track faculty, staff, and administration of the assembly.
- C. The determination of eligible voters and a quorum will be defined according to the scope of each question, motion, or action. Unless otherwise specified, (e.g. matters pertaining to promotion and tenure), those eligible to vote must be term or tenured/tenure tract faculty members of the Assembly.
- D. A Quorum will be 50% of eligible voters as defined in II.B. A simple majority will decide the question.

### **Article III. Responsibilities and Duties**

- **Responsibilities and Duties of CASE Assembly Members**  
Members' responsibilities include, but are not limited to, attending CASE Assembly meetings; service on committees, boards/councils, and caucuses; collaborating with the Department Chair and other professionals; establishing policies and procedures within the Department's purview.
- **Responsibilities and Duties of the CASE Assembly Chair**  
The Department of Counseling and Special Education Chair will serve as the CASE assembly Chair. The Case Assembly Chair's duties will include, but are not limited to, setting the agenda for and facilitating CASE Assembly meetings, developing documents with assistance from CASE Assembly members, and representing the CASE Assembly at College meetings. The CASE Assembly Chair will appoint an acting chair to serve in his or her absence.

- **Responsibilities and Duties of the CASE Assembly Secretary**

The Secretary shall be elected by a majority vote at annual elections to be held at the first meeting in the fall semester. The secretary shall hold office for one academic year or until a successor is elected. The Secretary may be re-elected.

The CASE Assembly Secretary will record attendance of all participants at Assembly meetings and minutes of those meetings, prepare necessary documents, and perform other duties as requested by the CASE Assembly.

#### **Article IV. Meetings**

The CASE Assembly shall hold meetings at least twice per semester. A standing meeting time will be established within the first week of each semester. Reasonable notification of meetings must be given in advance, with an agenda distributed, when possible, at least twenty-four hours prior to the meeting. If a question, motion, or action requires a different quorum than usual, e.g., for amending the CASE Assembly, this information must be included in the meeting notification and on the agenda.

The CASE Assembly Chair has the authority to cancel a standing meeting by giving assembly members at least twenty-four hours notice. The Chair may call an emergency meeting when necessary. Notice of an emergency meeting must be distributed to the CASE Assembly a minimum of one regular working day (twenty-four hours) in advance. The agenda of the emergency meeting will be limited to those items listed on the notice calling the meeting.

#### **Article V. Structure**

The CASE Assembly is responsible for establishing its structure, , standing committees, boards, and caucuses.

The Structure of the CASE Assembly must conform to the requirements ratified by the College of Education and published in the COE Handbook. In general, the CASE Assembly structure must be such that it supports the work of the Department and assists members in carrying out the Assembly charge.

- **Standing Committees**

The CASE Assembly has no standing committees; all work will be accomplished through ad hoc committees or by Assembly members acting as a committee-of-the-whole.

- **Boards and Councils**

There are no ongoing boards or councils functioning with CASE at this time.

- **Caucuses**

Particular members of CASE Assembly may wish to meet to plan strategy toward a desired result within the assembly. The meeting will be governed by the rules generally applicable to committees. Such meeting may be held on the presumed informal understanding that those who attend will abide by the decisions of the members in attendance. A caucus within the CASE Assembly may make proposals to the Assembly but has no authority to act independently on behalf of the Department or the Assembly. The CASE Assembly has four standing caucuses:

- Faculty and Staff in Counselor Education
- Faculty and Staff in General Special Education
- Faculty and Staff in Early Childhood Special Education
- Faculty and Staff in Speech Language Pathology

#### **Article VI. Parliamentary Authority**

The rules contained in the current edition of *Robert's Rules of Order Newly-Revised* will govern the CASE Assembly in all cases for which they are applicable, and in which they are not inconsistent with these or any special rules of order the CASE Assembly adopts. The CASE Assembly or special rules of order may not conflict with the COE Constitution, including the of other COE assemblies. The Standing Rules and Practices Committee (SRP) has the authority to require changes in part or in whole of the CASE Assembly .

Members will review the CASE Assembly tri-annually, or as deemed necessary by Assembly members, and if changes are deemed necessary provide the SRP with a copy of the revised .

**Article VII. Amendments**

The CASE Assembly can be amended at any scheduled meeting of the assembly by a simple majority of those voting, provided a quorum (50% of eligible voters) is present, and providing amending the CASE Assembly has been included in the published agenda prior to the meeting. Voting for amendments may take place at the meeting following the introduction to allow for consideration and discussion. Proxy votes should be e-mailed to an officer at least 24 hours prior to the meeting.

## **ADDENDUM V: Department of Educational Leadership Assembly**

### **Article I. Purpose/Charge**

The Educational Leadership Department (EDL) is one of four Charter Assemblies in the NCATE-accredited College of Education.

### **EDL Description**

The Educational Leadership Department is one of three departments in the NCATE-accredited College of Education at the University of Alaska Anchorage and its associated community campuses. EDL focuses on the following programs: M. Ed. in Educational Leadership with emphasis on Principal or Teacher Leader options. EDL also provides a Graduate Certificate with Principal or Superintendent options. An M. Ed. in Adult Education is offered.

The program is devoted to advancing the careers of teachers, principals and superintendents as well as careers in fields where adult education is a focus.

EDL Assembly members will develop, implement, and support the policies and programs of the Department or the charge of the EDL Assembly. Members will support students, programs, and faculty members; promote public relations; and insure the efficient functioning of the Department, charge, and or College.

### **Article II. Members and Voting**

- A. The EDL Assembly includes all faculty, staff, and administrators, and adjuncts who work within the Department, or who carry out the EDL Assembly charge. All members have a full voice in Assembly discussions and may propose items for meeting agendas.
- B. Eligible voters are term, tenure, and tenure track faculty, staff and administration of the assembly.
- C. The determination of eligible voters and a quorum will be defined according to the scope of each question, motion, or action. Unless otherwise specified, e.g., for matters pertaining to promotion and tenure, those eligible to vote must be full-time, term or tenured/tenure track faculty members of the Assembly.
- D. A quorum will be 50% of eligible voters as defined in II.B. A simple majority will decide the question.

### **Article III. Responsibilities and Duties**

- **Responsibilities and Duties of EDL Assembly Members**
  - Members' responsibilities include, but are not limited to, attending EDL Assembly meetings; serving on committees, boards/councils, and caucuses; collaborating with the Department Chair and other professionals; and establishing policies and procedures within the Department's purview.

- **Responsibilities and Duties of the EDL Assembly Chair**

The Educational Leadership Department Chair will serve as the EDL Assembly Chair.

The EDL Assembly Chair's duties will include, but are not limited to, setting the agenda for and facilitating EDL Assembly meetings, developing documents with assistance from EDL Assembly members, and representing the EDL Assembly at College meetings.

The EDL Assembly Chair will appoint an acting chair to serve in his or her absence.

- **Responsibilities and Duties of the EDL Assembly Secretary**

The committee shall elect the Committee Secretary. The secretary shall record attendance of all participants at meetings and minutes of all meetings, prepare necessary documents, and perform other duties requested by the Committee.

### **Article IV. Meetings**

The EDL Assembly will convene a reasonable number of meetings in order to accomplish the work and at such times as the EDL Assembly Chair may call a meeting. A standing meeting time will be established within the first week of each semester. Reasonable notification of meetings must be given in advance, with an agenda distributed, when possible, at least twenty-four hours prior to the meeting. If a question, motion, or action requires a different quorum than usual, e.g.,

for amending the EDL Assembly By-Laws, this information must be included in the meeting notification and on the agenda.

The EDL Assembly Chair has the authority to cancel a standing meeting by giving assembly members at least twenty-four hours' notice. The Chair may call an emergency meeting when necessary. Notice of an emergency meeting must be distributed to the EDL Assembly a minimum of one regular working day (twenty-four hours) in advance. The agenda of the emergency meeting will be limited to those items listed on the notice calling the meeting.

#### **Article V. Structure**

The EDL Assembly is responsible for establishing its structure, By-Laws, standing committees, boards, and caucuses.

- **Structure**  
The structure of the EDL Assembly must conform to the requirements ratified by the College of Education and published in the COE Handbook. In general, the EDL Assembly structure must be such that it supports the work of the Department and assists members in carrying out the Assembly charge.
- **Standing Committees**  
The EDL Assembly has no standing committees; all work will be accomplished through ad hoc committees or by Assembly members acting as a committee-of-the-whole.
- **Boards and Councils**
- **Caucuses**  
Particular members of an assembly may wish to meet to plan strategy toward a desired result within the assembly. The meeting will be governed by the rules generally applicable to committees. Such meetings may be held on the presumed informal understanding that those who attend will abide by the decisions of the members in attendance. A caucus within the EDL Assembly may make proposals to the Assembly but has no authority to act independently on behalf of the Department or the Assembly.

The EDL Assembly has two standing caucuses:

- Faculty in Educational Leadership
- Faculty in Adult Education

#### **Article VI. Parliamentary Authority**

The rules contained in the current edition of *Robert's Rules of Order Newly-Revised* will govern the EDL Assembly in all cases for which they are applicable, and in which they are not inconsistent with these By-Laws or any special rules of order the EDL Assembly adopts. The EDL Assembly By-Laws or special rules of order may not conflict with the COE Constitution, including the By-Laws of other COE assemblies.

A copy of the first EDL Assembly By-Laws will be submitted to the COE Standing Rules and Practices Committee by January 15, 2007. The Standing Rules and Practices Committee will review them and return them to the EDL Assembly by March 1 for ratification by the EDL Assembly prior to May 1, 2007. The Standing Rules and Practices Committee has the authority to require changes in part or in whole of the EDL Assembly By-Laws.

After 2007, members will review the EDL Assembly By-Laws annually and, if changes are desired or necessary, follow the process for review and approval described above for the first EDL Assembly By-Laws.

#### **Article VII. Amendment of By-Laws**

The EDL Assembly By-Laws can be amended at any scheduled meeting of the assembly by a simple majority of those voting, provided a quorum (50% of eligible voters) is present, and providing amending the EDL Assembly By-Laws has been included in the published agenda prior to the meeting.

## **ADDENDUM VI: Department of Teaching and Learning Assembly**

### **Article I. Purpose/Charge**

The Department of Teaching and Learning (DTL) is one of four Charter Assemblies in the NCATE-accredited College of Education.

### **DTL Description**

The Department of Teaching and Learning (DTL) is one of three divisions in the NCATE-accredited College of Education at the University of Alaska Anchorage and its associated community campuses. DTL personnel prepare and support educators in Early Childhood, Elementary, and Secondary Education with a focus on the unique aspects of Alaskan education. The department offers associate, baccalaureate and graduate-level degrees and certificates.

We are dedicated to creating learning communities that advance knowledge about teaching and learning, support the life-long education of professionals, embrace diversity, and serve the communities in which we live and work. We maintain a wide variety of partnerships and collaborations, promote innovative practices, and integrate meaningful assessment throughout our programs.

DTL Assembly members will develop, implement, and support the policies and programs of the Department or the charge of the DTL Assembly. Members will support students, programs, and faculty members; promote public relations; and insure the efficient functioning of the Department, charge, and or College.

### **Article II. Members and Voting**

- A. The DTL Assembly includes all faculty, staff, and administrators who work within the Department, or who carry out the DTL Assembly charge. All members have a full voice in Assembly discussions and may propose items for meeting agendas.
- B. The determination of eligible voters and a quorum will be defined according to the scope of each question, motion, or action. Unless otherwise specified, e.g., for matters pertaining to promotion and tenure, those eligible to vote must be full-time, term or tenured/tenure track faculty members of the Assembly.
- C. A quorum will be 50% of eligible voters as defined in II.B. A simple majority will decide the question.

### **Article III. Responsibilities and Duties**

- **Responsibilities and Duties of DTL Assembly Members**
  - Members' responsibilities include, but are not limited to, attending DTL Assembly meetings; serving on committees, boards/councils, and caucuses; collaborating with the Department Chair and other professionals; establishing policies and procedures within the Department's purview.

- **Responsibilities and Duties of the DTL Assembly Chair**

The Department of Teaching and Learning Chair will serve as the DTL Assembly Chair.

The DTL Assembly Chair's duties will include, but are not limited to, setting the agenda for and facilitating DTL Assembly meetings, developing documents with assistance from DTL Assembly members, facilitating the work of the Partnership Council, and representing the DTL Assembly at College meetings.

The DTL Assembly Chair will appoint an acting chair to serve in his or her absence.

- **Responsibilities and Duties of the DTL Assembly Secretary**

Any member of the DTL Assembly may serve as Secretary. S/he will be elected to the position at the first DTL Assembly meeting in Fall Semester. The Secretary's term will be for one year from the date of his/her election.

The DTL Assembly Secretary will record attendance of all participants at Assembly meetings and minutes of those meetings, prepare necessary documents, and perform other duties as requested by the DTL Assembly.

### **Article IV. Meetings**

The DTL Assembly will convene a reasonable number of meetings in order to accomplish the work and at such times as the DTL Assembly Chair may call a meeting. A standing meeting time will be established within the first week of each semester. Reasonable notification of meetings must be given in advance, with an agenda distributed, when possible, at least twenty-four hours prior to the meeting. If a question, motion, or action requires a different quorum than usual, e.g., for amending the DTL Assembly, this information must be included in the meeting notification and on the agenda.

The DTL Assembly Chair has the authority to cancel a standing meeting by giving assembly members at least twenty-four hours' notice. The Chair may call an emergency meeting when necessary. Notice of an emergency meeting must be distributed to the DTL Assembly a minimum of one regular working day (twenty-four hours) in advance. The agenda of the emergency meeting will be limited to those items listed on the notice calling the meeting.

#### **Article V. Structure**

The DTL Assembly is responsible for establishing its structure, , standing committees, boards, and caucuses.

- **Structure**

The structure of the DTL Assembly must conform to the requirements ratified by the College of Education and published in the COE Handbook. In general, the DTL Assembly structure must be such that it supports the work of the Department and assists members in carrying out the Assembly charge.

- **Standing Committees**

The DTL Assembly has no standing committees; all work will be accomplished through ad hoc committees or by Assembly members acting as a committee-of-the-whole.

- **Boards and Councils**

##### *DTL Partnership Council*

The DTL Partnership Council membership includes representatives from all constituents who collaborate to accomplish the work of the Department and carry out the DTL Assembly charge. The DTL Partnership Council will be responsible for establishing its structure, , standing committees, boards, and caucuses to be approved at the first meeting of the DTL Assembly in Fall Semester 2007.

The Partnership Council is charged with providing a venue for discussion and for recommending policy to the DTL Assembly. At the Teacher Education Council's request, the PC may discuss issues and/or recommend policy, e.g., when an issue, question, policy, or procedure affects the entire unit.

- **Caucuses**

Particular members of an assembly may wish to meet to plan strategy toward a desired result within the assembly. The meeting will be governed by the rules generally applicable to committees. Such meetings may be held on the presumed informal understanding that those who attend will abide by the decisions of the members in attendance. A caucus within the DTL Assembly may make proposals to the Assembly but has no authority to act independently on behalf of the Department or the Assembly.

The DTL Assembly has three standing caucuses:

- Faculty and staff in Early Childhood Education
- Faculty and staff in Elementary Education
- Faculty and staff in Secondary Education

#### **Article VI. Parliamentary Authority**

The rules contained in the current edition of *Robert's Rules of Order Newly-Revised* will govern the DTL Assembly in all cases for which they are applicable, and in which they are not inconsistent with these or any special rules of order the DTL Assembly adopts. The DTL Assembly or special rules of order may not conflict with the COE Constitution, including the of other COE assemblies.

A copy of the first DTL Assembly will be submitted to the COE Standing Rules and Practices Committee by January 15, 2007. The Standing Rules and Practices Committee will review them and return them to the DTL Assembly by March 1 for ratification by the DTL Assembly prior to May 1, 2007. The Standing Rules and Practices Committee has the authority to require changes in part or in whole of the DTL Assembly.

After 2007, members will review the DTL Assembly annually and, if changes are desired or necessary, follow the process for review and approval described above for the first DTL Assembly.

#### **Article VII. Amendment of**

The DTL Assembly can be amended at any scheduled meeting of the assembly by a simple majority of those voting, provided a quorum (50% of eligible voters) is present, and providing amending the DTL Assembly has been included in the published agenda prior to the meeting.

## **ADDENDUM VII: Faculty and Student Support Assembly**

### **1. Name**

The informal name will be Staff Assembly.

### **2. Purposes**

- a. To foster closer cooperation and communication between members.
- b. To facilitate the interaction and professional development of members by sponsoring programs involving managerial skill building, networking, training, and such other areas as may prove of interest to the membership, so that they may improve the COE.
- c. To serve as a forum for member presentation and discussion of common concerns involving employment (e.g. opportunities for professional development, salaries/benefits, evaluation standards, and procedures) and to problem solve within COE concerning processes and common student services.
- d. To serve as a liaison group between the membership and that of the COE Faculty and COE management.
- e. To provide a formal mechanism for communicating common concerns to appropriate COE or University officials.
- f. To facilitate the interaction of members by conducting various social activities.

### **3. Membership**

Membership will be open to all College of Education exempt and non-exempt non-represented employees, including regular, term, and temporary, and excluding faculty, and student employees. These staff members engage in administration, advising, research, and department support and promote the missions of the COE. All members will have the opportunity to vote in staff assembly elections.

### **4. Meetings**

The staff assembly will hold meetings at least once per month at a time and place to be determined at the beginning of each semester. A special meeting of the staff assembly may be held at any time upon the call of the Chair or by membership demand. Notice of time, place, and object of a special meeting will be given to all members not less than 24 hours prior to the meeting. Items to be included in a meeting agenda should be submitted to the Secretary at least two working days prior to the meeting.

### **5. Officers**

The officers of this assembly will be a Chair, Vice Chair, and Secretary. They will be elected by a majority vote at annual elections to be held at the first meeting in the fall semester. Officers will hold offices for one calendar year or until their successors are elected. They may be re-elected.

#### **Duties of Officers**

##### **Chair**

The Chair will be the official spokesperson for and preside at all meeting of the staff assembly. The chair coordinates the activities of the assembly and rules on procedural questions.

##### **Vice Chair**

The Vice Chair will assume the duties of the Chair in the Chair's absence.

##### **Secretary**

The Secretary maintains records of the staff assembly, records minutes of its meetings, prepares agendas, notifies members of special meetings, and records election results.

### **6. Parliamentary Authority**

The staff assembly will be governed by the standing rules written and approved by the assembly. Should a situation arise that is not encompassed by the standing rules then the rules contained in the latest edition of Robert's Rules of Order, Revised, will govern the assembly where Robert's Rules are not in conflict with these .

### **7. Amendments**

Proposed amendments to these may be introduced by any member of the staff assembly at any regular meeting, or at any special meeting called for that purpose. Voting for amendments will take place at the meeting following the introduction to allow for consideration and discussion. A 2/3 majority of the members participating in such election will be required for adoption of the proposed amendment. Proxy votes should be e-mailed to an officer at least 24 hours prior to a meeting.

## **Section III: Committee**

### **ADDENDUM VIII: Professional Education Faculty (PEF) Committee**

#### **Article I. Purpose/Charge**

The Professional Education Faculty serves as the representative body of the Unit across the University. The goal of this caucus is to review, support, and operationalize the conceptual framework of the College of Education at the University of Alaska Anchorage.

#### **Article II. Membership**

The PEF includes those individuals who teach Education courses, provide services to candidates (e.g., advising), supervise clinical experiences, and administer the Unit.

Individuals are members by virtue of their job duties and are, therefore, not elected to membership and are not subject to term limits. [PEF includes faculty and adjuncts who teach Education courses in COE, CTC, Music, and at our community campuses.]

#### **Article III. Responsibilities and Duties**

##### Duties

Encourage collaborative efforts between and among the university, public schools, the Alaska Department of Education and Early Development, and accrediting agencies concerned with public and higher education in the state and nation.

Facilitate the collaborative efforts of all campus entities in the preparation and ongoing professional development of teachers and other school personnel at UAA.

Provide input to the governing committees and individuals of the university concerning the directions, programs, and perceived needs of professional education.

Provide advice and counsel to the Teacher Education Council (TEC) on matters relating to College of Education policy, procedures, and assessment, including issues related to admission, certification, and exit requirements; student qualifications; quality of instruction, student and programmatic assessment, or other matters as determined by the TEC or Unit Head.

##### Responsibilities

PEF members are expected to attend meetings and actively participate in the work of the caucus. All final decision-making authority with respect to the Unit will rest with the Dean of the College of Education.

#### **Article IV. Meetings**

The PEF will meet once each academic year and at other times as needed. Meetings may be held via distance technology.

The PEF is primarily advisory. When a vote is warranted, the majority will prevail. A majority will be 51% of those present.

#### **Article V. Officers**

The Dean of the College of Education serves as the chair.

## **ADDENDUM IX: Assessment and Accreditation Committee**

### **Article I. Purpose/Charge**

The Assessment and Accreditation Committee provides leadership and direction for ensuring that a cycle of continuous review for program improvement is conducted across programs and degrees in the College and that the multiple tasks associated with assessment and accreditation are coordinated, conducted efficiently, and used to inform the work of the College. Recommendations of the Committee are presented to the faculty of the College for review and approval.

### **Article II. Members**

The Assessment and Accreditation Committee members shall serve staggered two-year terms. The Committee's term of service coincides with the 9-month academic year contract. The election shall be concluded by the second week of the faculty contract in the fall semester and be held in accordance with COE policies and procedures, as specified in the *College of Education Constitution*. The Associate Dean and the COE Data Manager shall each hold a continuing appointment that coincides with his/her employment contract. Department chairs shall be ex-officio members of the committee.

The Assessment and Accreditation Committee shall consist of one faculty member, full-time tenure/tenure track or term, from each COE department. Faculty members of the Committee will be elected by their departments. Additionally, the Associate Dean and the COE Data Manager are full voting members of this Committee. Department chairs shall be ex-officio members of the committee unless otherwise elected to serve.

### **Article III. Responsibilities and Duties**

- **Duties**

The scope of the Committee's duties includes review and oversight of all matters relating to assessment and accreditation in the College.

- f. Coordinating all assessment and accreditation processes within the College.
- g. Ensuring that issues related to national accreditation remain prominent and become a part of the College culture.
- h. Conducting on-going monitoring and review of the assessment process within the College, including the College-wide assessment plan.
- i. Making recommendations to improve the efficiency with which the various tasks associated with assessment and accreditation are carried out.
- j. Making recommendations for resources to enhance the assessment and accreditation processes.

- **Responsibilities and Duties of Members**

Committee members are considered to be in good standing when they attend meetings and actively participate in the work of the committee. Members may resign from the Committee by writing to the Chair of the Assessment and Accreditation Committee. Members who are inactive or cease to fulfill the duties of their position shall be assumed to have resigned.

- **Responsibilities and Duties of Chair**

The Chair of the Assessment and Accreditation Committee shall be elected by the Committee members to serve a one-year term. The chair's duties will include, but not be limited to, setting and distributing the agenda for and facilitating meetings, developing documents with the assistance of the committee, and representing the Committee and faculty at College meetings. The chair also notifies the appropriate assembly of any vacancies that occur due to lack of member attendance/participation or resignations. At

the end of the academic year, the Chair will acknowledge in writing each member's active participation in the work of the committee.

- **Responsibilities and Duties of the Secretary**

The administrative assistant to the Associate Dean shall be the Committee Secretary. The Secretary shall record attendance of all participants at meetings and minutes, prepare necessary documents, and perform other duties requested by the Committee.

#### **Article IV. Meetings**

Assessment and Accreditation Committee meetings will be held as needed from August through May. The Assessment and Accreditation Committee will present an outline of its year-long agenda and goals to the College of Education no later than the end of September. The Assessment and Accreditation Committee will present a report of its year-long activities to the College of Education no later than the end of April.

- **Meeting Days**

The Chair shall distribute the tentative agenda one week prior to the meeting.

- **Quorum**

A simple majority of the full voting members in attendance shall constitute a quorum for the meetings (e.g., 3 of 5). Full committee members have equal voting privileges. Ex-officio members have advisory privileges but do not have voting privileges.

- **Electronic and other meetings**

A meeting may be face-to-face, internet-based, or audio. A mixed mode is appropriate to allow participation. Mode of meeting is subject to chair approval.

#### **Article V. Structure**

The committee operates as a single entity with no subcommittees. Ad-hoc work groups may be formed as necessary for specific tasks.

#### **Article VI. Parliamentary Authority**

The Assessment and Accreditation Committee will conduct all business in accordance with the standard procedures of the College of Education as specified in the *College of Education Constitution*.

## **ADDENDUM X: Course and Curriculum Committee**

### **ARTICLE I. Purpose**

The Course and Curriculum Committee, a College of Education standing committee, is responsible for conducting a constructive review of COE courses, curriculum, and related policies. Course and Curriculum Committee approval is required for all COE material in the UAA catalog or in published course schedules (e.g., all courses with prefixes assigned to COE).

### **ARTICLE II. Members**

The Course and Curriculum Committee shall consist of COE faculty members elected to staggered, two-year terms. The election must be concluded by the second week of the faculty contract in the Fall and conducted in accordance with COE policies and procedures as specified in the *College of Education Constitution*.

#### **Section 1. Membership**

The Course and Curriculum Committee shall consist of seven (7) faculty members who represent fairly the existing departmental structure of COE. Three members shall be elected during the Spring trimester for two-year terms in odd-numbered years, and four members shall be elected for two-year terms in even-numbered years. One person shall be selected to serve as an ad-hoc (substitute) member if needed to maintain a quorum. A quorum requires half the committee members plus one for a minimum of four. The Associate Dean for Student and Curriculum Affairs shall serve as an ex-officio member. A representative from the COE Graduate Programs Committee shall serve as an ex-officio member when relevant actions are on the Course and Curriculum Committee agenda.

#### **Section 2. Member Responsibilities**

Course and Curriculum Committee members are responsible for all aspects of course/academic program development and the curriculum approval process. Their duties include:

- a. Serve as Curriculum Mentor for his/her respective department
  - Work with department chair and initiator to discuss curriculum process.
  - Facilitate or support curriculum process in own department through use of curriculum workflow.
  - Ensure that all forms and supporting documents have been submitted and that all procedures have been followed.
  - Provide feedback to the initiator of the curriculum action requests, raising questions about content, goals, outcomes, evaluation, budget, etc., as appropriate.
  - Send approved course/program action requests to the next level (COE Course and Curriculum)
  - Support initiator in the curriculum processes of first and second readings at the committee meeting.
- b. Review of new and revised courses and programs:
  - Ensure that all forms and supporting documents have been submitted and that all procedures have been followed.
  - Ensure the accuracy of forms and compliance with University expectations or policies.
  - Raise questions about content where applicable, including whether the proposed course/curriculum meets relevant standards established by accrediting bodies.
  - Assess the potential impact on programs within COE and/or programs outside COE.
  - Using the Stages of Curriculum Development workflow checklist, provide feedback to the initiator of curriculum action requests, raising questions about content, goals, outcomes, evaluation, budget, etc., as appropriate.
  - Serve as liaison to her/his department: consult with the chair, provide guidance for the department's curriculum development process, mentor initiators of course and curriculum action requests.
  - Send approved course/program action requests to the next level (e.g., to the UAA Undergraduate Academic Board or Graduate Academic Board).
  - Develop procedures to facilitate curriculum approval

- If possible, newly elected members of the Course & Curriculum Committee shall attend the final meeting of the academic year before serving the two years for which they were elected.
- c. Make recommendations for developing and revising the COE curriculum web page.
- d. Undertake other tasks or consider issues as identified by the Office of the Dean which fall within the purview of the Committee.
- e. Assist COE representatives on the Undergraduate Academic Board (UAB) and the Graduate Academic Board (GAB) in monitoring COE compliance with UAA curriculum regulations, policies, and procedures.
- f. Identify issues/procedures which arise from Committee activity or from faculty input that must be addressed. The Committee shall forward these issues/procedures to the appropriate department or program. College-wide concerns shall be forwarded to the Associate Dean for Student and Curriculum Affairs.
- g. Revise the Course and Curriculum Committee as needed.

### **ARTICLE III. Officers and COE Administrators**

The officers for the Course and Curriculum Committee shall be a Chair and a Vice Chair.

#### **Section 1. Responsibilities and Duties of the Course and Curriculum Committee**

##### **A. Responsibilities and Duties of the Committee Chair**

The Chair of the Course and Curriculum Committee shall be elected by the Committee members to serve a one-year term. The Chair's duties will include, but not be limited to, setting the agenda for and facilitating meetings, developing documents with the assistance of the committee, appointing a representative to the graduate programs committee when relevant material is on the agenda, and representing the Committee and faculty at College meetings. The Chair shall recruit the ad-hoc (substitute) member of the committee from a) members leaving the committee after completing their two year term; or b) professors emeriti. The Chair also notifies the appropriate assembly of any vacancies that occur due to lack of member attendance/participation or resignations. At the end of the academic year, the Chair will acknowledge in writing each member's active participation in the work of the committee.

##### **B. Responsibilities and Duties of the Vice Chair**

The vice chair shall be elected by the committee and will serve all functions of the committee chair in the elected chair's absence.

##### **C. Responsibilities and Duties of the Committee Secretary**

The support of a Committee Secretary is provided by the Office of the Dean. The secretary shall record attendance of all participants at meetings and minutes of all meetings, prepare necessary documents, and perform other duties requested by the Committee.

##### **D. Responsibilities and Duties of the Associate Dean for Student and Curriculum Affairs**

The Associate Dean for Student and Curriculum Affairs shall serve as an *ex officio* member of the Committee and provide administrative support to the Committee during the academic year. The Associate Dean coordinates with initiator, committee, and other relevant agencies before passing curriculum to the GAB or UAB.

### **ARTICLE IV. Committee Meetings & Duties**

The Course and Curriculum Committee meeting schedule must adhere to all requirements as specified in UAA Policies and Procedures and collective bargaining agreements. The meeting schedule must take into account timelines for other groups such as UAB and GAB that require coordination. Meetings commence the first week after faculty contracts begin; the final meeting of the academic year will be held at the end of the academic year. All meetings are public.

The Committee shall not meet when faculty members are off contract.

#### **Section 1. Meeting days**

Course and Curriculum Committee meetings shall be held twice every month as determined by the committee. The Chair may, in consultation with members, determine that a scheduled meeting is not

necessary. The Chair shall set the agenda at the time of committee notification, which will be a minimum of 5 days prior to the meeting date. Meeting announcements, agendas, and locations shall be posted in ways and locations that are easily accessible.

## **Section 2. Quorum**

A quorum shall be defined as a simple majority of voting members. A simple majority carries the vote. The Chair may vote only when the vote will change the result of the vote by the members. In the event of a tie, the Chair may vote to break the tie. The Chair may also vote to create a tie and thus defeat the motion.

## **Section 3. Electronic and other meetings**

Meetings shall be face-to-face whenever possible. Internet-based discussions, audio conferences, conference calls, or video conferences may be conducted if requested by a member at least three days prior to the meeting date. Voting may be in a face-to-face meeting, by audio-conference, by mail or by e-mail. However, no Committee member who has been absent from the relevant discussions will be allowed to vote on any question.

## **Section 4. Duties**

The duties of committee members are outlined below:

- i. Committee members shall be a curriculum mentor for faculty in own department and help support the curriculum process.
- j. Committee members shall review each curriculum action submitted and participate during all meetings in which the members discuss, evaluate, and vote on the proposed curriculum action.
- k. Committee members shall review curriculum in the COE and notify all departments by the end of April of aging curricula that will require revision during the following academic year.
- l. The Course and Curriculum Committee shall submit the results of each action to the next appropriate level (i.e. a COE department or program, UAB or GAB).
- m. The Course and Curriculum Committee shall present an outline of its year-long agenda and goals to the College of Education no later than the end of September.
- n. The Course and Curriculum Committee shall submit a report of its year-long activities to the College of Education no later than the end of April.
- o. Each committee member shall participate in the ongoing refinement of the course and curriculum review process, criteria, and guidelines.
- p. At the end of each annual review cycle, the Chair of the Course and Curriculum Committee shall provide written comments to the faculty and the dean on ways to improve the consistency, efficiency, and fairness of the course and curriculum review criteria and guidelines.
- q. If a recommendation for changing the criteria and guidelines is approved by a two-thirds majority of the entire assembly of COE faculty members eligible to vote, then the approved changes shall be forwarded to the appropriate University levels and administration for their review and approval.
- r. An amendment to the COE review criteria and guidelines requires ratification by two-thirds of the eligible COE faculty responding to a written ballot.

All proposals for changes or revisions to the shall be forwarded to the College of Education Rules and Practices Committee, which shall guide the amendment process.

## **Section 5. Curriculum Approval Processes**

The Committee shall follow the degree/certificate curriculum process as defined in the UAA Curriculum Handbook.

Agenda items for the Committee must be submitted to the Office of the Associate Dean for Student and Curriculum Affairs at least one week prior to the meeting date. Items submitted after that date will be reviewed at the discretion of the chair.

### Definitions

#### First Reading

- The person or representative initiating the curriculum action request must attend the meeting when the proposal is discussed. If no representative is present, the proposal is tabled.

- All proposals are routinely accepted for First Reading unless tabled.
- Proposals not properly coordinated before First Reading will be tabled.
- Proposals accepted for First Reading are usually placed on the next agenda for Second Reading.
- No vote is necessary to accept an item for First Reading.
- Acceptance for First Reading does not predetermine approval at Second Reading.
- If approved for First Reading, initiator must send coordination memo to UAA listerv.

#### Second Reading

- All proposals placed on the agenda for Second Reading are voted on by a show of hands or yes/no.
- Second Reading may be postponed if further deliberation or additional information is necessary.

#### 500-Level Courses

The Committee oversees the 500-level course approval process. The process for this activity is included in Appendix E.

## **ADDENDUM XI: Faculty Peer Review Committee**

### **ARTICLE I. Purpose**

The Faculty Peer Review Committee (FPR), a College of Education standing committee, prepares for and facilitates a constructive review of COE tenured and tenure-track faculty who submit files for tenure, promotion, retention, and post-tenure review.

### **ARTICLE II. Members**

The Faculty Peer Review Committee shall consist of faculty members who are elected by tenured and tenure-track faculty to serve for staggered, two-year terms. The election must be concluded by May 1 and conducted in accordance with COE policies and procedures as specified in the *College of Education Constitution*.

#### **Section I. Membership**

- a. The FPR shall consist of five tenured faculty members. No more than one member may hold a bipartite appointment.
- b. A sixth member shall be a non-voting, non-tenured, tenure-track faculty member, who shall be elected to a two-year term by the same process as other committee members
- c. Three of the five voting committee faculty members must be at the rank of full professor with tenure. Tenured associate professors may be elected if there are insufficient numbers of full professors to serve on the committee.
- d. The voting committee members are required to be at the same or higher rank as the faculty member being reviewed. If insufficient numbers of COE full professors are available to serve on the Committee, the COE Dean shall request an exception for the year from the UAA Provost.
- e. The FPR Committee members shall serve staggered terms. Three shall be elected for two-year terms in odd-numbered years, and three shall be elected for two-year terms in even-numbered years.

#### **Section II. Members Responsibilities**

Faculty Peer Review Committee members review eligible faculty for participation in and contribution to the specific mission of the College of Education. Committee members are guided by the *Faculty Review Criteria and Guidelines for the College of Education*, in conjunction with all relevant documents, to ensure that reviews are carried out in a fair and equitable manner and that the standards/criteria are consistently and equally applied to each candidate under review. Members may resign from the Committee by writing to the Chair of the FPR Committee. Members who are inactive or cease to fulfill the duties of their position shall be assumed to have resigned.

### **ARTICLE III. Officers**

The officers for the FPR Committee shall be a Chair and a Secretary of Record for each file review subcommittee.

#### **Section 1. Responsibilities and Duties of Chair**

##### General Duties

- a. Call and provide notice of all FPR Committee meetings. Notification must conform to all applicable laws and regulations, including providing the agenda.
- b. Preside over all meetings of the full Committee.
- c. Serve as the liaison between the Committee and the College of Education, the University-wide Faculty evaluation Committee, and the Office of the Provost.
- d. Appoint an acting chair from the Committee membership when necessary.
- e. Ensure the accuracy of meeting minutes.

##### Peer Review Duties

- a. Call and provide notice to all the FPR Committee members and the faculty member under review of the date, time, and location of the scheduled peer review meetings.
- b. Send written notification of the date, time, and place of the meeting to each candidate under review at least fourteen days prior to his/her scheduled FPR Committee meeting.

- c. Conduct all COE Peer Review Committee meetings in accordance with relevant regulations, including collective bargaining agreements.
- d. Preside over the scheduled committee meetings.
- e. Sign and date the official peer review report, and forward it to the Office of the COE dean.
- f. Provide assistance to committee members who may have questions about the COE peer review criteria and guidelines.

**Section 2. Responsibilities and Duties of the Secretary of Record for each file under review**

- a. Write the “draft version” of the official peer review report, and forward to all committee members prior to the scheduled meeting.
- b. Present the written, official peer review draft report to the committee.
- c. Revise the official peer review draft report in accordance with the recommendations of the committee members.
- d. Forward a revised draft version of the report to the committee members with the recommended changes included in the official peer review report for approval.
- e. Forward the final official peer review report to the Chair of the FPR Committee, who in turn forwards it to the Office of the COE dean.

**ARTICLE IV. Committee Meetings & Duties**

Faculty Peer Review Committee meetings shall be held as needed from August through May. The Committee meeting schedule must adhere to all requirements as specified in the UAA Policies and Procedures and collective bargaining agreements. A minimum of two meetings (one each during the Fall and Spring semesters) shall be held. The Chair, in consultation with members, will present an outline of its year-long agenda and goals to the College of Education no later than the end of September and will present a report of its year-long activities to the College of Education no later than the end of April.

**Section 1. Meeting days**

The Chair shall set the agenda at the time of committee notification, which shall be a minimum of 10 days prior to the meeting date.

**Section 2. Quorum**

A quorum shall be defined as a simple majority of those Committee members eligible to vote on each specific question. Only tenured and tenure-track faculty from the Faculty Assembly shall vote on any action concerning this committee or .

**Section 3. Electronic and Other Meetings**

Meetings shall be fact-to-face whenever possible. Internet-based discussions, audio conferences, conference calls, or videoconferences may be conducted if requested by a member at least three days prior to the meeting date. However, all votes must be by paper ballot, and no Committee member who has been absent from the relevant discussions shall be allowed to vote on any question.

**Section 4. Duties**

- a. FPR Committee members shall review each candidate’s file and sit as a member of the committee during all meetings in which the members discuss, evaluate, and vote on the candidate’s file.
- b. The Chair of the FPR Committee and the Secretary of Record (writer of the report) for each file under review must be identified before the review begins.
- c. The FPR Committee shall submit its evaluation of the candidate’s file and the voting summary for each promotion, tenure, comprehensive retention, and sixth-year comprehensive post tenure review to the dean of the College by the deadline defined by the Office of the Dean in compliance with UA Board of Regents’ Policies, the University of Alaska Anchorage Policies and Procedures relating to Appointment, Review, Promotion, Tenure, and the collective bargaining agreements.
- d. For all evaluations, all voting members of the FPR Committee shall be asked to vote by paper ballot on the question of whether the candidate’s performance, “meets,” “exceeds,” or “does not meet” the relevant criteria.

- e. For Promotion and Tenure decisions, all voting members, as defined by this document, shall be asked to vote by paper ballot on the questions to “Recommend for Promotion” or “Recommend for Tenure.” This ballot vote tally shall be included in the summary report of the Peer Review Committee.
- f. Each committee member is responsible for deleting and destroying all draft versions of the reports pertaining to review.
- g. Each committee member shall participate in the ongoing refinement of the review process, criteria, and guidelines.
- h. The committee shall conduct an annual workshop to inform faculty new to the College of Education on promotion and tenure expectations and policies.
  - At the end of each annual review cycle, the Chair of the FPR Committee shall provide written comments to the faculty and dean of COE on ways to improve the consistency, efficiency, and fairness of the evaluation criteria and guidelines. The timeline for this report must take into account that any revisions to the criteria have to be submitted to the University-wide Faculty Evaluation Committee by February 15<sup>th</sup> of each year.
  - If a recommendation for changing the criteria and guidelines is approved by a two-thirds majority of the entire assembly of tenured and tenure-track COE faculty members, the approved changes shall be forwarded to the appropriate University levels and administration for their review and approval.
  - An amendment to the COE review criteria and guidelines requires ratification by two-thirds of the COE tenure-track faculty responding to a written ballot.
- i. All proposals for changes or revisions to the shall be forwarded to the College of Education Standing Rules and Practices Committee, which shall guide the amendment process.

## **ADDENDUM XII: Graduate Programs Committee**

### **Article I. Name of Standing Committee Graduate Committee**

#### **Article II. Purpose**

The Graduate Committee provides leadership and direction for graduate education programs in the College of Education. The committee's central responsibilities are to:

1. To review, revise and/or establish academic standards, policies and degree requirements for admission, professional preparation and completion of the College of Education's graduate programs.
2. To ensure adherence to the guidelines and requirements for graduate study established by the University at large.
3. To work collaboratively with departments, programs and the Dean's Office to lead and support the continual renewal or development of graduate programs in a manner that is consistent with the College of Education's mission.

Recommendations of the committee are presented to the faculty of the College for review and approval. Curriculum related policies are presented to the faculty; to Course and Curriculum; to the Dean; to GAB and, finally, to the Provost in the Office of Academic Affairs. College policy issues are presented to the faculty and then to the Dean for approval.

#### **Article III. Members**

The Graduate Committee membership shall consist of two faculty members, full-time tenured/tenure track or term, from each COE department. Department representatives will be elected by the department's full-time tenured/tenure track or term faculty for staggered 2-year terms to ensure department continuity with the work of the graduate committee. Members of the committee will be elected by the members of their department not a college-wide vote.

The COE member of the UAA Graduate Affairs Board will be a voting member of the Graduate Committee.

One member of the committee shall act as a liaison to the Curriculum and Course Development Committee attending meetings when graduate courses are being proposed or revised.

The COE Dean and Associate Dean will be ex-officio members and will not have voting privileges.

#### **Section 1. Member Requirements**

Committee members are considered to be in good standing when they actively participate in the work of the committee. Therefore, the Graduate Committee will encourage those members unable to attend meetings or participate in the committee's duties to resign.

#### **Section 2. Member Terms**

The Committee's term of service coincides with the 9-month academic year contract with departmental faculty representatives to the committee holding two-year, staggered appointments. The staff representative shall hold a continuing appointment that coincides with his/her employment contract.

#### **Section 3. Vacancies**

Members may resign from the Committee by writing to the Chair of the Graduate Committee. The Chair notifies the Chair of the Nominations and Elections Committee of the vacancy. Members who are inactive or cease to fulfill the duties of their position shall be assumed to have resigned. In the event of a vacancy, the department will select a new departmental representative within fourteen (14) working days of the resignation. If the vacancy occurs after May 1 of the year, the special election shall be postponed until the following August.

#### **Article IV. Officers**

The Offices of the Committee are the Chair and the Secretary. The Committee shall select its own chairperson and secretary.

### **Section 1. Duties of the Chair**

The Chair of the Graduate Committee shall be elected by the Committee members to serve a one-year term and may be elected for additional one-year terms. The Chair's duties will include but not be limited to, setting the agenda for and facilitating meetings, developing documents with assistance of the committee, and representing the Committee and faculty at College and University-wide meetings. At the end of the academic year, the Chair will acknowledge each member's active participation in the work of the committee with a letter. The Chair will notify departments when a member's term is expired and the department must elect (or re-elect) a new representative to the committee. The chair of the Graduate Committee will be a member of the University-wide Graduate Council convened by the Vice Provost of Research and Graduate Studies.

### **Section 2. Duties of the Secretary**

The staff representative shall be the Committee Secretary. The Secretary shall record minutes, prepare necessary documents, and perform other duties requested by the Committee.

### **Section 3. Vice Chair**

At the discretion of the committee, a Vice Chair may be elected to become Chair if it is known that the current Chair is stepping down from the position.

## **Article V. Committee Meetings and Duties.**

Graduate Committee meetings shall be held as needed from August through May. However, a minimum of 2 meetings per semester must be held.

The Graduate Committee will present an outline of its goals to the College of Education no later than the end of September.

The Graduate Committee will present an end of the year report of its activities to the College of Education no later than the end of the academic year.

### **Section 1. Meeting days.**

The Chair shall distribute the tentative agenda college-wide one week prior to the meeting date.

### **Section 2. Quorum and Voting Privileges**

A simple majority of the members in attendance shall constitute a quorum for the meetings; e.g., 3 of 5. All Committee members have equal voting privileges.

### **Section 3. Electronic and other meetings.**

A meeting may be face-to-face, internet-based, or audio. A mixed mode is appropriate to allow participation. Mode of meeting is subject to chair approval

### **Section 4. Duties.**

The scope of the committee's duties includes graduate program review and development, graduate admissions, academic standards and independent review.

- A. The Graduate Committee will review and recommend new graduate courses and programs proposed by COE faculty prior to the submission of the courses and programs to the COE Course and Curriculum Committee.
- B. The Graduate Committee will review and recommend changes to the policies and procedures for admission to College of Education graduate programs as proposed by departments and programs.
- C. The Graduate Committee will review and recommend changes to the programs, policies and procedures for academic progress, advancement to candidacy and graduation in the College of Education and will align these with the policies and procedures for graduate study established by the University at large.

- D. Act as an independent review for questions concerning comprehensive exam evaluations or thesis evaluation at the request of any member of the student's graduate committee.

**Article VI. Parliamentary Authority**

The Graduate Committee will conduct all business in accordance with the standard procedures of the College of Education as specified in the *College of Education Constitution*.

## **ADDENDUM XIII: Recruitment and Retention**

### **ARTICLE I. Purpose/Charge**

The RNR Committee, a COE standing committee, reviews, revises and establishes recruitment and retention practices of students, staff and faculty within the College of Education.

### **ARTICLE II. Members**

The RNR Committee shall consist of seven elected COE faculty and staff, including one member from each academic department within COE. Membership in the RNR Committee is defined as COE employees who are tenure track or term professors, or exempt or non-exempt staff. Members may be elected at large for a two year term.

In the event of vacancies in the RNR Committee membership, the Dean may appoint an eligible COE faculty or staff member for the remainder of the term.

The COE Academic Success Coordinator(s) shall hold a continuing appointment coinciding with his/her employment. The COE Academic Success Coordinator shall have full voting privileges, but shall not be eligible to hold an office.

All elected and appointed members are eligible to vote.

### **ARTICLE III. Officers**

The Officers of RNR Committee are the Chair, Vice-Chair, and Secretary.

1. In the event of vacancies in the RNR Committee membership, the Dean may appoint an eligible COE faculty or staff member for the remainder of the term.
2. The Chair's responsibilities shall include setting agendas for and chairing all RNR Committee meetings, and representing the RNR Committee on issues that the members have officially deemed appropriate. Additionally, the Chair will serve as the representative of RNR at COE meetings and bringing RNR issues to the attention of the Dean.
3. The Vice-Chair shall substitute for the Chair in the Chair's absence.
4. The Secretary's responsibilities shall include coordinating the recording of minutes at all RNR Committee meetings and insure that approved minutes are added to the archives. A member of the RNR Committee will substitute for the Secretary in the Secretary's absence, as directed by the Chair.
5. The Chair is responsible for ensuring that a year-end report of RNR Committee activities is prepared, reviewed by the committee, and submitted by the end of April to the COE Dean.
6. Terms of service ordinarily shall begin and end at the beginning of a fall term. RNR officers and elected RNR members serve two year terms.
7. Should the position of Chair of the RNR Committee become vacant, the Vice-Chair shall assume the position immediately.
8. Should the position of Vice-Chair or Secretary of the RNR Committee become vacant, then a new election shall be called at a most convenient time to fill these positions for the remainder of the term.
9. Any officer can be removed from office with cause by a two-thirds ballot vote, but notice of such a vote must be given to the said officer at least seven days prior to the vote being called. The entire committee shall also be given seven days notice prior to the vote being called.

10. In a similar manner, any member may be removed from the RNR Committee.

#### **ARTICLE IV. Committee Meetings**

The RNR Committee meetings shall be held at least once each month unless the RNR Committee Chair and the RNR Committee members determine by voting that such a meeting is not needed.

1. The Chair of the RNR Committee, in consultation with the RNR Committee members, sets all RNR meeting agendas and chairs the meetings. The agenda shall be distributed two days in advance for all RNR Committee meetings.
2. The Chair of the RNR Committee is required to call an RNR Committee meeting at the written request of any three members of the RNR Committee, and such a meeting shall be called within seven days after receipt of the request.
3. In keeping with the COE core values of inclusion and collaborative spirit, non-members may attend RNR Committee meetings.
4. A simple majority of the RNR Committee shall constitute a quorum.
5. A RNR member may designate another COE employee from the respective department to serve As a proxy, in the event the RNR member is unable to attend a meeting. The proxy is counted for purposes of establishing a quorum.
6. Officers will be elected by paper ballot during a face-to-face meeting or by electronic ballot during an electronic meeting for terms of one year.

#### **Article V: Nominations and Elections**

1. All officers are elected into office through nominations and elections.
2. A nominating and elections process will take place to fill the expired officer positions at the first meeting of the fall term.
3. Officers will be elected by paper ballot during a face-to-face meeting or by electronic ballot during an electronic meeting for the terms of one year.
4. Each officer elected shall hold only one office at a time. Officers cannot serve consecutive terms.

#### **Article VI: Parliamentary Authority**

The rules contained in: Webster's New World Robert's Rules of Order Simplified and Applied 2<sup>nd</sup> Edition, Wiley Publishing, Inc. 2001 and Robert's Rules of Order Newly Revised, 10<sup>th</sup> Edition, Perseus Publishing 2000, shall govern meetings where they are not in conflict with Bylaws, or other rules of the University of Alaska Anchorage and/or College of Education.

#### **Article VII: Dissolution**

Advance notice and a two-thirds ballot vote of the College can dissolve the RNR \_\_Committee in the College of Education.

#### **Article VIII: Suspension of Rules**

At RNR Committee meetings, rules may be suspended for compelling reasons by majority ballot vote (two-thirds vote) of all members present.

#### **Article IX: Revisions and Amendment of Bylaws**

Any revisions or amendments to the Bylaws must be proposed 30 days in advance of action and require a two-thirds vote of all present RNR Committee members.

## **ADDENDUM XIV: Standing Rules and Practices (SRP) Committee**

### **ARTICLE I. Purpose/Charge**

The Standing Rules and Practices Committee (SRP), a COE standing committee, amends the COE Handbook, serves as College ombudsperson, and conducts nominations and elections of standing committees

### **ARTICLE II. Members**

The SRP Committee shall consist of members who are selected by each charter assembly to serve for staggered, two-year terms. Assembly selections shall be conducted to ensure representation at the first meeting of the fall semester.

#### **Section 1. Membership**

- a. The SRP Committee shall consist of five (5) regular members, one from each charter assembly and one from the general assembly (who is not a member of a charter assembly), with “full voting voices” and one *ex officio* non-voting member appointed by the Dean of COE.
- b. The SRP Committee members shall serve staggered terms. Three (CASE, DTL and General) shall be selected for two-year terms in odd-numbered years, and two (EDLD and Staff) shall be selected for two-year terms in even-numbered years.
- c. Members may resign from the SRP Committee by writing to the Chair of the SRP Committee. Charter Assemblies will be asked to replace members who are inactive or cease to fulfill the duties of their position. If any Assembly fails to provide a representative to the SRP Committee the Dean may appoint one.

### **ARTICLE III. Officers**

The officers for the Standing Rules and Practices Committee shall be one Chair and one Secretary elected at the first fall meeting of the academic year.

#### **Section 1. Duties of the Chair**

The Chair of the Committee and Subcommittee shall be elected by the Committee members to serve a one-year term. The Chair’s duties shall include, but not be limited to, setting the agenda for and facilitating meetings, developing documents with the assistance of the Committee, and representing the Committee at College meetings. At the end of the academic year, the Chair will acknowledge in writing each member’s active participation in the work of the Committee. The Chair may be reelected.

#### **Section 2. Duties of the Secretary**

The committee shall elect the Committee Secretary. The secretary shall record attendance and take minutes of all meetings, prepare and archive necessary documents, and perform other duties requested by the Committee. The Secretary may be reelected.

### **ARTICLE IV. Committee Meetings**

Standing Rules and Practices Committee meetings shall be held monthly during the academic school year. Additional meetings may be called on an as needed basis.

#### **Section 1. Meeting days**

Meeting days and times will be determined at the first meeting of each semester.

#### **Section 2. Quorum and Voting**

A quorum shall be defined as a simple majority (3) of voting members present. A simple majority carries the vote. Voting may be face-to-face or electronic.

#### **Section 3. Electronic and other meetings**

Meetings shall be face-to-face or electronic. Internet-based discussions, audio conferences, conference calls, or videoconferences may be conducted if requested by a member at least one day prior to the meeting date.

## **Article V: Responsibilities and Duties**

### **Section I: Responsibilities**

Committee members write, review, revise, and amend the COE Handbook. In the role of COE ombudsperson, the SRP Committee ensures that college business is conducted in a manner consistent with its regulations, policies, processes, and procedures. The Committee conducts the nominations and elections for standing committees and other campus-wide elected positions. All committee duties shall be conducted in accordance with policies and procedures as specified in the *College of Education Handbook*.

### **Section II: Duties**

The scope of the Standing Rules and Practices Committee's duties include COE Handbook review and revision and college nominations and elections.

- a. The SRP Committee shall review and approve or return for revision the of all COE Assemblies and Committees according to the time table established in the COE Handbook. The COE Leadership Team shall review and approve the SRP .
- b. The SRP Committee shall solicit nominations and conduct elections of standing committees within the COE as required and in accordance with the College of Education Constitution.
- c. The SRP Committee shall conduct votes on policies, etc. within the COE.
- d. The SRP Committee shall serve in the role of Ombudsperson for the membership of COE regarding rules and practices within the COE Handbook.
- e. The Committee shall perform tasks as identified by the Office of the Dean which fall within the charge and purview of the SRP Committee.
- f. The SRP Committee shall review the of the SRP Committee when deemed necessary by the SRP Committee but not less than tri-annually and revise or amend if necessary.
- g. The SRP Committee shall adhere to all requirements as specified in UAA Policies and Procedures and collective bargaining agreements.

## **ADDENDUM XV: Teacher Education Council (TEC)**

### **Article I. Purpose/Charge**

The Teacher Education Council (TEC) is the Executive Board of the Professional Education Faculty (PEF) and serves in an advisory capacity to review and recommend policy, program curricular, and programmatic assessment matters related to the College of Education (COE).

### **Article II. Membership**

The TEC serves the PEF and is representative of the PEF. Standing members include the Dean of the College of Education (Ex-officio); the Dean of the College of Arts and Sciences (Ex-officio) or designee; the Associate Dean for Student and Curriculum Affairs (Ex-officio) or designee; the Director of Clinical Services and Certification (Ex-officio); COE department chairs (3); representatives from CTE (1), Liberal Studies (1), and MAT program areas (2), student representative (1), and public school representatives (2). The TEC reports to the Dean of the College of Education as the university's official Head of Unit.

### **Article III. Responsibilities and Duties**

#### **Duties**

Make recommendations on matters relating to the College of Education policy, procedures, and assessment, including issues related to admission, certification, and exit requirements; student qualifications; quality of instruction; student and programmatic assessment; or other matters as determined by the TEC or Unit Head.

Review and disseminate aggregate data on student and program performance on an ongoing annual basis and provide feedback on Unit goals for the next academic year based on its findings.

#### **Responsibilities**

TEC members are expected to attend meetings and actively participate in the work of the committee. The Associate Dean of Student and Curriculum Affairs is responsible for keeping TEC informed of curriculum proposals related to the Unit. All final decision making authority with respect to the Unit will rest with the Dean of the College of Education.

Each member will serve a two-year term. Members may be reappointed.

### **Article IV. Meetings**

The TEC will meet monthly during the academic year and at other times as needed. Meetings may be held via distance technology.

The TEC is advisory. When a vote is warranted, the majority will prevail. A majority will be 51% of those present. In the event of a tie vote, the chair will cast the deciding vote.

### **Article V. Officers**

The officers will be a Chair and Secretary.

The chair will be elected annually from the membership. The Director of Clinical Services and Certification is the TEC secretary. The secretary shall serve as chair in absence of chair, record minutes and attendance of all participants at meetings and minutes, prepare the agenda and perform other duties requested by the Council.

## ADDENDUM XVI: Social Committee

### 8. Name

The informal name shall be Social Committee.

### 9. Purposes

- g. To facilitate the interaction of COE personnel by conducting various social activities.
- h. To foster morale, cooperation, and communication between and among COE personnel.
- i. To plan a College wide pot luck lunch once each semester (the first Friday in December and the Friday after spring break), to recognize COE personnel birthdays on the 2<sup>nd</sup> Friday of each month (if the 2<sup>nd</sup> Friday is a holiday recognition will be on the 3<sup>rd</sup> Friday), and to acknowledge life events of COE personnel (when committee members are made aware of such events).
- j. To host a “Kudos and Commiserations” event the last Friday of April to recognize the accomplishments of COE personnel and bid a “fond farewell” to those leaving the College.

### 10. Membership

Membership shall be open to all College of Education employees. Membership is voluntary.

### 11. Meetings

The committee shall hold meetings from time to time to plan social events for COE personnel. Notice of time, place, and subject of a meeting shall be given to all members not less than 24 hours prior to the meeting. Items to be included in a meeting agenda should be submitted to the Secretary at least two working days prior to the meeting.

### 12. Officers

The officers of this committee shall be a Chair and Secretary. They shall be elected by a majority vote at annual elections to be held at the first meeting in the fall semester. Officers shall hold offices for one academic year or until their successors are elected. They may be re-elected.

### Duties of Officers

#### Chair

The Chair shall be the official spokesperson for and preside at all meeting of the committee. The chair coordinates the activities of the committee and rules on procedural questions.

#### Secretary

The Secretary maintains records of the committee, records minutes of its meetings, prepares agendas, notifies members of meetings, records election results, and posts items to COE X-drive.

### 13. Parliamentary Authority

The Social Committee shall be governed by the standing rules written and approved by the committee. Should a situation arise that is not encompassed by the standing rules then the rules contained in the latest edition of Robert’s Rules of Order, Revised, shall govern the committee where Robert’s Rules are not in conflict with these .

### 14. Amendments

Proposed amendments to these may be introduced by any member of the Social Committee at any regular meeting, or at any special meeting called for that purpose. A majority vote of the members participating in such election shall be required for adoption of the proposed amendment. Proxy votes should be e-mail to an officer at least 24 hours prior to a meeting. All changes or revisions to the shall be forwarded to the College Of Education Standing Rules and Practices Committee.

## **Addendum XVII Leadership Team**

### **Article I. Purpose/Charge**

The Leadership Team advises the Dean on policy and management matters in the College of Education.

### **Article II. Membership**

Membership will consist of the Dean, Associate Dean, Department Chairs and Directors, Data Manager, Assistant to the Dean, and the Fiscal Manager.

### **Article III. Responsibilities and Duties**

- **Duties**

The scope of the Leadership Team's duties includes review and oversight of all matters relating to governance of the College.

- k. Conducting on-going monitoring and review of scheduling, budgeting, enrollments, personnel, and all other matters related to the operation of the College.
- l. Serving as a conduit between central administration and departments.
- m. Using feedback from departments, central administration, and advisory boards to shape the College's direction.

- **Responsibilities and Duties of Members**

Leadership Team members are expected to attend meetings and actively participate in the work of the team. Members are expected to be present when topics pertinent to their positions are discussed. Members are expected to disseminate information within departments and programs.

### **Article IV. Meetings**

The Leadership Team will hold meetings weekly or as needed.

### **Article V. Officers**

The officers will be a Chair and Secretary.

The Chair of the Leadership Team is the Dean of the College of Education. The Chair prepares the agenda and facilitates the meeting.

The Assistant to the Dean is the Leadership Team Secretary. The Secretary shall record attendance of all participants at meetings and minutes, prepare necessary documents, and perform other duties requested by the Team.

## Section IV: Other

### ADDENDUM XVIII: The Alaska Executive Branch Ethics Act – Quick Reference<sup>1</sup>



UNIVERSITY  
of ALASKA  
*Many Traditions One Alaska*

- **Official Action** - Before you act, consider whether you or an Immediate Family Member have a personal or financial interest in the matter. If so, don't take, recommend, or withhold action, or coerce a subordinate's action in such a matter.
- **Misuse of Position** – Don't use your position for personal gain, or grant unwarranted benefits to anyone. Don't seek money, services, employment, or contracts through your job.
- **Abuse of Subordinates** – Remember that your subordinates work for the University and have specific jobs – don't ask them to do things for your private benefit.
- **Misuse of Resources** – Don't use state time, property, equipment, or other facilities to benefit personal or financial interests.
- **Partisan Politics** – Partisan politics have no place in the office. Don't use any University resource for a partisan political purpose.
- **Use of Information** – Don't use non-public information to obtain any benefit for you or an immediate family member. Remember that to be public, information must be broadly disseminated, not just available.
- **Gifts** – Don't accept gifts that might be intended to influence your actions, and disclose all gifts of more than \$150.
- **Outside Employment and Activities** – Refrain from incompatible outside activities or employment. Disclose all outside activities as they arise, and every July 1.
- **University Grants, Contracts, Leases, or Loans** – Neither you nor your Immediate Family Members may seek interests in University grants, contracts, leases, or loans if you can take or withhold action on them.
- **Disclose Before You Act** – The Act requires that you refrain from acting when there is potential for a violation. When in doubt, seek guidance.
- **Representation** – The Act places limits on when you can represent 3<sup>rd</sup> parties on matters coming before your agency.
- **Post Employment Limitations** – for two years after you leave employment you may not represent, advise, or assist on matters in which you participated.
- **“Immediate Family Member”** means spouse, cohabitant, child, parent, sibling, grandparent, aunt, or uncle of the person, and parent or sibling of the person's spouse.

<sup>1</sup>Rev. February 2005. This is not intended to be an exhaustive or authoritative statement of the requirements of the ACT. The law governs and can be found at AS 39.52. and 9 AAC 52. Helpful websites include: [http://www.alaska.edu/hr/forms/hr\\_ethicsforms.xml](http://www.alaska.edu/hr/forms/hr_ethicsforms.xml) & <http://www.law.state.ak.us/doclibrary/ethics.html>